

# Comprehensive School Safety Plan

**2021-2022  
School Year**

**School:** Vista de Las Cruces School  
**CDS Code:** 42-69344-6046080  
**District:** Vista Del Mar Union School District  
**Address:** 9467 San Julian Road  
Gaviota, CA 93117  
**Date of Adoption:** January 13, 2022  
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**Date of Review:**  
- **with Staff** October 8, 2021  
- **with Law Enforcement** October 15, 2021  
- **with Fire Authority** October 22, 2021

**Approved by:**

Name	Title	Signature	Date
Nicole Jones	Board President		
Kit Boise-Cossart	Trustee		
Ryan Harrington	Trustee		

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## Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Vista del Mar Union District Office: 9467 San Julian Rd..

## Safety Plan Vision

The Safety Plan Vision aligns with our District's Mission Statement: ". . .to guarantee students a safe and positive environment from which they will emerge as well-rounded, forward-thinking citizens." and our Governing Board's goals that include the commitment to provide a healthy and safe environment through implementation of daily policies and practices that focus on Positive Behavior Intervention and Supports (PBIS); School Safety; and COVID-19 Safety and precautions.

**Note:** All staff members should have a prearranged plan for their families to follow in case of an emergency. All teachers are responsible for direct supervision of their students and any other civil defense work until relieved of that responsibility by the Superintendent/Principal, including non-school time, per Government Code 3101.

**Purpose:** This plan includes specific courses of action to be taken in the event of an emergency. Each employee is expected to become familiar with the plan so that he/she will be prepared to carry out his/her responsibilities.



## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Vista de Las Cruces School Safety Committee**

Vista Del Mar Union School District Safety Committee

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### **Assessment of School Safety**

The District, in consultation with the school site council, shall develop a comprehensive school safety plan relevant to the needs and resources of the Vista de Las Cruces School. The safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site. Thereafter, the Governing Board of the Vista Del Mar Union Elementary School District shall review the comprehensive school safety plan to ensure compliance with state law, Board policy, and administrative regulation. The Plan shall be adopted at a regularly scheduled meeting. The Plan shall be made readily available for inspection by the public.

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

The school safety plan shall include an assessment of the current status of school crime committed on campus and at school-related functions. (Education Code 32282)

The School Safety Plan shall include an assessment of crimes committed on school campus and at school-related functions and shall identify strategies and programs that will maintain a high level of school safety. The Plan shall also address the school's procedures for complying with existing laws related to school safety. The plan shall include the following:

1. Child abuse reporting procedures consistent with Penal Code 11164

2. Routine and emergency disaster procedures including, but not limited to:
  - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act
  - b. An earthquake emergency procedure system in accordance with Education Code 32282
  - c. A procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
10. Hate crime reporting procedures

Vista Del Mar Union administration attends the regularly scheduled Santa Barbara County Safety Committee; Applications for reimbursement of much needed cleaning equipment has been awarded to the District during the 2020-21 school year. In addition, County personnel have been on campus doing inspections, providing guidance for steps to ensure safety in all aspects of the campus to prevent injury, and providing multiple trainings to the custodial staff on-site as well as custodial staff attending training off site.

Vista Del Mar Union administration attends the regularly scheduled Santa Barbara County SIPE and Kern County SISC meetings. Both sets of resources provide direction and respond to questions to support the focus on a high level of safety and well-being for all employees and students.

Vista Del Mar Union requires all staff to complete required module trainings (i.e. Child Abuse, Harassment, Bloodborne Pathogen, etc.) as required by Ed Code.

Bus safety inspection has been scheduled to meet all safety requirements along with meeting and passing with the California Highway Patrol tests.

**(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

## Child Abuse Reporting Procedures

District employees are obligated to report all known or suspected incidents of child abuse and neglect in accordance with law, Board policy, and administrative regulation. Employees shall not investigate any suspected incidents but rather shall fully cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

District employees are mandated reporters. Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code 11165.7)

Board policies, including reporting procedures, follow.

### Vista Del Mar Un SD | BP 5141.4 Students

#### Child Abuse Prevention And Reporting

The Board of Trustees 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/Principal or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent/Principal 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/Principal 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/Principal 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)

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/Principal or designee shall provide training regarding the duties of mandated reporters.

Legal Reference:

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/canPolicy> VISTA

DEL MAR UNION SCHOOL DISTRICT

adopted: August 12, 2015 Gaviota, California

Suspected Child Abuse Report Forms are filed and available for all school personnel in the school's main office.

AR 5141.4 Students

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)

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)

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)

Santa Barbara County Child Welfare Services

234 Camino Del Remedio

Santa Barbara, CA 93110

(805) 681-4401

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

### 2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

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

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

### 3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent/Principal 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/Principal or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### Training

Within the first six weeks of each school year, the Superintendent/Principal 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/Principal 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/Principal 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/Principal 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.
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/Principal 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/Principal 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/Principal or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167.



(Penal Code 11165.7, 11166.5)  
(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/Principal 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/Principal 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)

Regulation VISTA DEL MAR UNION SCHOOL DISTRICT

approved: August 12, 2015 Gaviota, California

# SUSPECTED CHILD ABUSE REPORT

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

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

PLEASE PRINT OR TYPE

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

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY		TODAY'S DATE	
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS			Street	City	Zip
<b>C. VICTIM</b> One report per victim	OFFICIAL CONTACTED - TITLE				TELEPHONE	
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX
	ADDRESS				Street	City
					Zip	TELEPHONE
	PRESENT LOCATION OF VICTIM				SCHOOL	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	
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO				SPOKEN IN HOME	
<b>D. INVOLVED PARTIES</b> VICTIMS PARENTS/GUARDIANS SUSPECT	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:				TYPE OF ABUSE (CHECK ONE OR MORE)	
	<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"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT	
	<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				<input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT				DID THE INCIDENT RESULT IN THIS	
	PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO				VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN	
	NAME				BIRTHDATE	SEX
	ETHNICITY					
	1. _____				3. _____	
	2. _____				4. _____	
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX
ADDRESS				Street	City	
				Zip	HOME PHONE	
				BUSINESS PHONE		
NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	
ADDRESS				Street	City	
				Zip	HOME PHONE	
				BUSINESS PHONE		
SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	
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 person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)					

SS 8572 (Rev. 12/02)

## DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was 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.kcinfo.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 made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

### IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, 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 reporter or the person taking as telephoned report.

#### ETHNICITY CODES

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

### 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.
- 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.

## **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

### **Disaster Plan (See Appendix C-F)**

The Governance 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's disaster preparedness plan details the procedures for handling emergencies and disasters. These procedures are included in this Comprehensive School Safety Plan. The procedures incorporate state-approved Standardized Emergency Management System guidelines and the National Incident Command System. School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

The District's Comprehensive School Safety Plan addresses the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake, flood or other natural disasters
3. Environmental hazards, such as leakages or spills of hazardous materials
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

The Plan includes strategies and actions for prevention/mitigation, preparedness, response, and recovery, including:

1. Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities.

2. Instruction for district staff and students regarding emergency plans, including:

- a. Training of staff in first aid and cardiopulmonary resuscitation
- b. Regular practice of emergency procedures by students and staff

3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of: a.

The appropriate chain of command at the district

- b. Individuals responsible for specific duties

- c. Identification of at least one person at the school who holds a valid certificate in first aid and cardiopulmonary resuscitation d.

Assignment of responsibility for identification of injured persons and administration of first aid

4. Personal safety and security, including:

- a. Identification of areas of responsibility for the supervision of students

- b. Procedures for the evacuation of students and staff, including posting of evacuation routes

- c. Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible

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- d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety

- e. Provision of a first aid kit to each classroom

- f. Arrangements for students and staff with special needs

- g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

5. Closure of the school, including an analysis of:

- a. The impact on student learning and methods to ensure continuity of instruction

- b. How to provide for continuity of operations for essential office functions, such as payroll and ongoing communication with students and parents/guardians

6. Communication among staff, parents/guardians, the Board of Trustees, other governmental agencies, and the media during an emergency, including:

- a. Identification of spokesperson(s)

- b. Development and testing of communication platforms, such as hotlines, telephone trees, web sites, social media, and electronic notifications

- c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
- d. Distribution of information about school emergency procedures to staff, students, and parents/guardians
- 7. Cooperation with other state and local agencies, including:
  - a. Development of guidelines for law enforcement involvement and intervention
  - b. Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
- 7. Cooperation with other state and local agencies, including:
  - a. Development of guidelines for law enforcement involvement and intervention
  - b. Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
- 8. Steps to be taken after the disaster or emergency, including:
  - a. Inspection of school facilities
  - b. Provision of mental health services for students and staff, as needed

The Plan includes a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, and procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

## GENERAL INFORMATION

### Introduction

This Plan is designed for use during the planning, response, and recovery phases of an emergency or disaster that affects the District's operations and facilities. It has been prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

This plan is a preparedness document and is intended to be read and understood before an emergency. The procedures (outlined) in this plan are designed to manage the effects of such situations and shall be activated under any of the following conditions:  
 By direction of the Superintendent/Principal, or his/her designated representative under a declaration of Disaster.  
 In any emergency or disaster which directly affects the District, and requires an emergency response by District employees.  
 Upon notification by local, state, or federal government officials of an actual/declared or impending Emergency or Disaster that will directly or indirectly affect the District.

### Priorities

All emergency actions will be taken according to the following priorities:

1. Protection of life
2. Protection of the environment
3. Protection of property
4. Restoration of services

The plan implemented those priorities in establishing its disaster preparedness procedures:

1. All students will be retained at District facilities until released to parents or authorized persons during a disaster situation.
2. All evacuation of facilities (as necessary) will be done (as necessary) in conjunction with other agencies through the SEMS system.
3. If evacuation of facilities is required, all students and District personnel at each school/site will assemble in predetermined areas.
4. All District employees are expected to remain and fulfill their disaster responsibilities until the emergency is over or they can be relieved (per California Government Code §3100).

## Establishing Disaster Procedures

### 1. Before A Disaster: Pre-planning for disasters includes:

- a. Identifying and coordinating responsibilities of staff and those agencies that may respond.
- b. Assigning individual school staff responsibilities and tasks.
- c. Establishing warning and plan activation procedures.
- d. Providing equipment/resources for the Site Emergency Operations Center.
- e. Developing a plan to use school facilities for shelter and food service.
- f. Training staff, students, parents and other community residents in disaster preparedness and awareness.

### 2. When A Disaster Takes Place:

- a. Implement SEMS and activate Site Emergency Operations Center as required
- b. Implement emergency management procedures to control situation and to protect individuals and facilities.
- c. Utilize all resources to safely see the school site through Disaster.
- d. Interface and coordinate all requests for aid or resources through the Site Emergency Operations Center.

### 3. Post-Disaster Actions:

- a. Implement all recovery/restoration procedures including the use of Action Plans which outline priorities to be addressed.
- b. Terminate incident and close Site Emergency Operations Center.
- c. Return to normal operations and staffing.

## Incident Command System

The organizational structure is modeled after the nationally used standardized on-scene emergency management concept: Incident Command System (ICS). ICS is a multi- hazard management system that can be used to manage the response to all foreseeable emergencies. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure with responsibility for the management of resources to effectively accomplish stated objectives pertinent to an incident.

The fundamental tenet of ICS is that the Incident Commander (the superintendent/principal) is solely responsible for the emergency response. He/she must ensure that the ICS organization is properly staffed to respond to the incident. It is incumbent upon the Incident Commander to assess the current emergency and determine what, if any, parts of this plan will be activated and/or modified to best respond to the incident.

## Checklists

Checklists in Appendix B include:

1. Pre-Disaster
  - Emergency Preparedness Checklist
  - Hazard Identification Checklist
2. Site Emergency Command Center
  - Emergency Coordinator Checklist
  - General Checklist for Staff
  - Logistics Section Chief Checklist
  - Personnel Accounting Team Checklist
  - Assembly/Shelter Team Checklist
  - Food Service Team Checklist
  - Release Team Checklist
  - Search & Rescue Checklist
  - First Aid Team & Morgue Checklist
  - Utilities Team Checklist

For Initial Response Checklists, see Section V.

## EMERGENCY PREPAREDNESS CHECKLIST

Year: \_\_\_\_\_

The following items should be verified as indicated. It is the responsibility of the Director of Maintenance & Operations to ensure verification is accomplished.

<u>Emergency Preparedness Tasks</u>	<u>Date Verified</u>	<u>Person Verifying</u>
1. Maps indicating utility shut-offs are posted and entire staff have been instructed in shut-off procedures.	_____	_____
2. Shut-off tools are available.	_____	_____
Location: _____	_____	_____
3. Evacuation routes are posted in offices/work areas.	_____	_____
4. A Secure facility outside of District Office has been identified for storage of backup copies of vital data such as personnel, payroll, attendance and business records	_____	_____
5. Fire extinguishers are charged.	_____	_____
6. Disaster team assignments have been made and appropriate in-services have been scheduled. (By beginning of October of each school year.)	_____	_____
7. Disaster response procedures have been reviewed with all staff by October 30 <sup>th</sup> .	_____	_____
8. Buddy list has been created and buddies have been instructed to become familiar with each other's assignment.	_____	_____
9. Preplanning Site Specifics segment of disaster plan has been completed and copies of all necessary plans, lists and maps have been forwarded to the Director of Maintenance & Operations.	_____	_____
10. Office staff knows location of emergency two-way radio and how to operate it.	_____	_____
11. Emergency two-way radio was tested during first school month. (Test each month of school year.)	_____	_____
12. Where applicable, emergency lights were tested periodically (at least three times per year).	_____	_____
13. EXIT lights were checked periodically (at least three times per year).	_____	_____



Continued...

**Emergency Preparedness Checklist (continued)**

<u>Emergency Preparedness Tasks</u>	<u>Date Verified</u>	<u>Person Verifying</u>
14. First Aid supplies and other disaster response supplies are on hand and the location is known to all staff.		
a. Bulk water has been checked for exchange date. Siphon pumps and directions have been located. Water distribution method has been determined.		
b. Disaster supplies have been checked.		
c. Batteries have been changed.		
d. Missing supplies have been replaced.		
e. Written materials and supplies for response have been gathered and organized. Individual job descriptions and necessary forms have been put on clipboards.		
15. Emergency disaster drills with verbal and written critiques have been planned.		
16. Staff Emergency Medical Information has been updated.		
17. Identified potential hazards have been corrected by site staff or work orders have been issued.		
18. Hazard identification inspection has been scheduled.		
19. Emergency AM/FM radio/TV stations call numbers have been verified.		
20. All emergency phone numbers have been verified.		
21. All schools have been reminded to send in completed disaster assignment sheet (October 1).		
22. A copy of this completed form has been sent to the Director of Maintenance and Operations.		

## HAZARD IDENTIFICATION CHECKLIST

Year: \_\_\_\_\_

### **Identify Potential Earthquake Hazards in Work Areas**

This checklist will help you identify common earthquake hazards that can be reduced or eliminated at little or no cost. The Hazard Inventory should be completed by each department by October 1 of each year and submitted to the Director of Facilities.

- \_\_\_\_\_ Are free-standing cabinets, bookcases, and wall shelves secured to a structural support?
- \_\_\_\_\_ Are heavy objects removed from high shelves?
- \_\_\_\_\_ Are potentially hazardous displays located away from seating areas?
- \_\_\_\_\_ Are the TV monitors securely fastened to securely fastened platforms?
- \_\_\_\_\_ Are the TV monitors securely attached to portable (rolling) carts with lockable wheels?
- \_\_\_\_\_ Are computers securely fastened to desks?
- \_\_\_\_\_ Are computers securely attached to portable (rolling) carts with lockable wheels?
- \_\_\_\_\_ Are computer monitors securely attached to computer CPUs or desks?
- \_\_\_\_\_ Are wall-monitored objects (clocks, pictures, etc) secured against falling?
- \_\_\_\_\_ Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?

### **Hazard Inventory**

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

**Work Area/Dept:** \_\_\_\_\_

**Indicate number of:**

- |                                 |  |
|---------------------------------|--|
| _____ Unsecured bookcases       | _____ Computer monitors not secured    |
| _____ Unsecured wall shelves    | _____ TV monitor unsecured on platform |
| _____ Free-standing cabinets    | _____ TV monitor on wheeled cart       |
| _____ Hanging plants            | _____ Classroom piano on wheels        |
| _____ Computer CPUs not secured | _____ Heavy objects on high shelves    |

**List other hazards identified:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Submitted By: \_\_\_\_\_

#### **GENERAL CHECKLISTS FOR STAFF**

IMPORTANT: Refer to *Section IV for Initial Response Checklists* which include additional responsibilities for staff based on the specific disaster and to the *Emergency Teams Checklists* (e.g., Personal Accounting Team, Assembly/Shelter Team, Food Service Team, Release Team, Logistics, Search & Rescue Team, First Aid Team, Utilities Team, etc.) on the following pages.

##### **Teachers**

- ☐ If required, evacuate students to an area or location designated by principal (see Disaster/Evacuation Map in room).
- ☐ Utilize your class roster to determine headcount and student status. Note all absent and unaccounted for students.
- ☐ Provide accounting of students to Student/Staff Accounting Team so they can use information for search & rescue planning.
- ☐ Utilize classroom emergency flag or ribbon set to communicate classroom situation to principal and emergency responders.
- ☐ Utilize site emergency supplies as required by situation.
- ☐ Directly maintain supervision of all students and student activities.
- ☐ Perform additional emergency duties as required by the principal.

**Custodian and Assistants**

- ☐ Immediately survey the school for structural and utility damage.
- ☐ Utilize building fire extinguishers to control any small fires related to the emergency and assist in building evacuation if necessary.
- ☐ Report to the principal all building damage and utility status.
- ☐ Disburse emergency equipment as needed and implement emergency water use procedure.
- ☐ Maintain a log including building damage assessment and actions.

*Continued...*

## **General Checklists for Staff (*continued*)**

### **School Clerical Personnel**

- ☐ Box and mark essential school records/documents for recovery if school evacuation is required.
- ☐ Receive instructions from principal on what information to release to the public and respond to telephone inquiries about school status etc.
- ☐ If required, monitor District radio and relay information to District EOC as needed.
- ☐ Assist the school nurse/health clerk in first aid or injured care if required.
- ☐ Maintain a log of all activities and messages sent or received.

### **School Nurse or Health Clerk**

- ☐ Evaluate and triage all site injuries if public safety response is not immediately available. Report to principal number of site injuries, status, and needs.
- ☐ Arrange for transportation of seriously injured to hospitals or triage centers.
- ☐ Supervise other staff engaged in first aid and provide site first aid care system to include treatment and use of emergency supplies.
- ☐ Maintain a log of injured, status, treatment and transportation.

*Continued...*

**General Checklists for Staff *(continued)***

**Lunch Supervisor**

- ☐ As possible assess damage to cafeteria and kitchen areas.
- ☐ Inventory and evaluate food, water and general supplies for emergency meal preparation if required. Maintain a log of all activities and meals prepared.
- ☐ Report to principal on cafeteria status, and number of meals which could be provided based upon current situation.
- ☐ Prepare cafeteria for emergency/disaster use as requested by Principal or SEOC Incident Commander.

**All Other Employees**

- ☐ Become familiar with your facility emergency plan and District emergency procedures.
- ☐ Meet with the principal to determine your specific responsibilities in the event of an emergency or disaster.
- ☐ Notify the principal of any emergency skills you possess such as first aid, fire extinguisher training, radio operation etc.
- ☐ If necessary, develop a specific checklist of emergency duties and tasks for your own use during an emergency or disaster.

## **EMERGENCY COORDINATOR CHECKLIST**

(Principal or Designee)

The Emergency Coordinator (EC) has the responsibility of setting up and coordinating the sites efforts in identifying and dealing with disaster issues which may occur. The EC shall complete the following to obtain information, identify areas of need and to report the information collected to the District EOC using the District emergency communication system.

### **Initial Response**

- ☐ Assess type and scope of emergency to determine all building safety hazards and safe shelter areas through team survey. Use building checklist and/or search and rescue teams to complete.
- ☐ Activate Site Emergency Operations Center (SEOC) and coordinate personnel assignments as noted on Personnel Assignment Form
- ☐ Provide checklists and other forms to Team Leaders assigned to Search and Rescue; Communication, Security, Medical Team, Utilities team, etc.
- ☐ Direct the evacuation of school buildings in the event of a fire or after an earthquake if the building is damaged or unsafe.
- ☐ Establish communications and report to the District EOC information relative to employee, student and facility status.
- ☐ Implement site and/or District Action Plan to control hazards and protect employees, students and the facility.
- ☐ Interface with Public Safety Responders (police and/or fire) and update them on school situation and actions taken. If possible, provide them with a written damage assessment report.
- ☐ Coordinate all school emergency procedures and monitor situation by communicating with teachers, students and emergency responders.
- ☐ Arrange for student transportation through the proper SEOC communications request if the situation requires the total evacuation of the school site for safety reasons.
- ☐ Notify District EOC of any change or situation status, emergency problem or need for resources.

*Continued...*

## **Emergency Coordinator Checklist (*continued*)**

### **Ongoing Tasks**

- ☐ Receive reports and information back from Team Leaders. Ensure Secretary/ Record keeper is provided with all documents, forms etc. generated throughout event for log-in and safekeeping.
- ☐ Assess information received and with Team Leaders develop an Action Plan to deal with needs identified (use attached form).
- ☐ Fill in Site EOC questionnaire and prepare to answer their communications call. Provide only the information requested.
- ☐ Reconvene the Team Leaders to update areas or concerns which may need to be reviewed again and ensure all questions or concerns have been addressed
- ☐ Update Site EOC information relative to employee, student and facility status.
- ☐ Implement and amend, as appropriate, District Action Plan to control hazards and protect employees, students and the facility.
- ☐ Interface with Public Safety Responders (police and/or fire) and update them on school situation and actions taken.
- ☐ Continue to coordinate all school emergency procedures and monitor situation by communicating with teachers, students and emergency responders.
- ☐ Notify District EOC of any changes or situation status, emergency problem or need for resources.

### **Closing Tasks**

- ☐ Close SEOC and collect all documents, checklists, action plans and other items generated and preserve.
- ☐ At some time after the event meet with SEOC members to review and critique response actions to identify areas to be improved upon. Report findings to SEOC staff as well as site staff



### **LOGISTICS SECTION CHIEF**

The Logistics Section Chief is responsible for supplies.

#### **Responsibilities**

- ☐ Obtain cap and identification vest.
- ☐ Review all Emergency Checklist items and assign/delegate responsibility to subordinates.
- ☐ Obtain briefing from Emergency Coordinator.
- ☐ Direct the opening of the disaster storage container.
- ☐ Process incoming requests for support. Make sure other functional areas are involved as necessary.
- ☐ Adopt a proactive attitude. Think ahead and anticipate situations and problems before they occur.
- ☐ Support the activation of sanitation area, command post, shelter area, staff rest area, assembly area, student release gate, morgue, and treatment area.
- ☐ Determine the extent of current and anticipated field operations and plan necessary logistical support.
- ☐ Provide, maintain and control equipment, supplies, facilities and commercial services required by incident.
- ☐ Coordinate and process requests for additional resources with District Logistics Section Manager.

#### **Disaster Bin Supplies**

##### Administrative Supplies

- |                                    |                              |
|------------------------------------|------------------------------|
| _____ Clipboards                   | _____ Pens, pencils, markers |
| _____ Scissors, masking tape       | _____ I.D. vests             |
| _____ Whistles                     | _____ Bull horns             |
| _____ Extra radios and cell phones |                              |

#### Search and Rescue Bags

Each contains the following:

_____ First-aid supply	_____ Flashlights (2)
_____ Pencils, fat sharpies, large chalk	_____ Steno pad
_____ Goggles (2), dust masks (2)	_____ Gloves (2), hard hat
_____ Duct tape (2-inch)	_____ 18 inch pry bar

#### General Search and Rescue Equipment

_____ Hard hats, goggles	_____ Dust masks
_____ Pry bars	_____ Flashlights
_____ Batteries	_____ Shovel
_____ Fire ax	

#### Hazard Control Bags

Each bag includes the following:

_____ Emergency response plan	_____ ID vest
_____ Clipboard w/ job description	_____ Pens, pencils, markers, paper
_____ Flashlight	_____ First-aid kit
_____ Dust mask, goggles	_____ Gloves, hard hat
_____ "Hazard Area"/"Caution" tape	_____ "Keep Out" signs

#### Medical Supplies

_____ Medical treatment victim logs	_____ Notice of first-aid care form
_____ Ground cover/tarps	_____ Quick reference medical guides
_____ Triage tags	_____ Cots and blankets
_____ First-aid kits	_____ Body bags

#### Care and Shelter Supplies

_____ Traffic cones/flagging ribbon	_____ Food and water
_____ Cots and blankets/space blankets	

#### Sanitation Supplies

_____ Rolls of electrical wire	_____ Stainless steel spring clamps
_____ Black polyethylene sheeting	_____ Portable johns
_____ Toilet paper and T.P. holders	_____ Spare john bags
_____ 5-gallon urinal buckets	_____ Bucket liners
_____ Shovels	_____ Lye or bleach
_____ Hand wash	

## **STUDENT/STAFF ACCOUNTING TEAM CHECKLIST**

### **Team Leader Checklist**

- ☐ Obtains a complete list from all site staff on Student/Staff Accountability Form. Once collected, provide this information immediately to the site Emergency Coordinator (EC).
- ☐ Notify site staff how and when students will be released. All records of releases shall be kept by this Team's Leader and provided to the Secretary/Record-keeper at the close of the disaster.
- ☐ Ensure evacuation of offices/classroom is completed and assembly areas are being used. Keep students or staff in class/staff groups.
- ☐ Obtain roll sheets and report information to EC.
- ☐ Evaluate injuries. Provide minor first aid or send to First-Aid station set-up within or near the assembly area.
- ☐ As required, assign other staff under the buddy system.

### **Accounting Team Responsibilities**

- ☐ Make sure that all students in your charge are accounted for and in one location.
- ☐ Supervise students during and after an emergency or disaster.
- ☐ Maintain order, keep students calm, quiet and together during the emergency period
- ☐ If necessary, because of another assignment, turn class list and emergency cards over to your designated buddy who will supervise students while they perform other emergency related tasks.
- ☐ Do not directly release students to parents. Release will be done through the Student Release system and under the approval of the EC

### **Materials Needed (all materials should be stored in/near exit door)**

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| _____ Attendance sheet/roll book | _____ Books, cards, games             |
| _____ Prepacked emergency bag    | _____ Your own personal overnight bag |
| _____ _____                      | _____ _____                           |

### **FOOD SERVICE TEAM CHECKLIST**

The Food Service Team is composed of the school's cafeteria staff.

#### **Equipment/Supplies**

_____ Emergency Response Plan	_____ School Disaster ID Vest
_____ Pencils/Pens/paper	_____ Food and water
_____ Paper plates, cups, napkins, plastic utensils	_____ Flashlights
_____	_____

\*Request all other resources through Logistics.

#### **Responsibilities**

- ☐ Determine feeding and water needs.
- ☐ Coordinate food and water needs with the District's Logistics Section.
- ☐ Setup cooking facilities as required.
- ☐ Setup an area for the feeding of students and staff.

## **RELEASE TEAM CHECKLIST**

### **Team Leader Responsibilities**

This Team Leader is responsible for carrying out the release of students and staff as requested by the Emergency Coordinator (EC) due to the unsafe conditions at the site.

Team Leader shall ensure that releases are only done within the guidelines set forth by the District and that all students released have been accounted for through the sign-out process. Ensure as possible, that the release of students is done in an orderly manner.

### **Materials Needed**

All Materials should be stored in the Disaster Bin.

_____ Attendance sheet/roll book	_____ Release Cards
_____ Pencils/Pens/paper	_____ Release table & chairs
_____ Student Emergency Contact Cards	_____ Release Report form

### **Checklist**

- ☐ Ensure that all release forms and cards as well as emergency cards are obtained from the Disaster bin along with pens, pencils, paper, etc.
- ☐ If directed by the EC activate student release area and set up table and chairs for release staff to operate from.
- ☐ Have at least two persons assigned to the release table and have two staff members acting to keep the persons retrieving the children in a calm state during this process.
- ☐ Complete release of students by using either a class by class approach or by other means which may be available.
- ☐ Never release a student unless they are the parent, relative or other person identified on the student's Emergency card & have identification.
- ☐ OBTAIN NAME, SIGNATURE AND WHERE THEY ARE GOING ON A RELEASE CARD OR FORM BEFORE PERSON IS RELEASED.

### **SEARCH AND RESCUE TEAM (APA & STAFF) CHECKLIST**

#### **Materials Needed**

Obtain equipment and documents from the Emergency Coordinator and/or the emergency container.

_____ Master Keys	_____ Emergency Tools
_____ Fire Extinguishers	_____ Hand Radio
_____ Signs, flags, ribbons	_____ First aid kit
_____ Stretchers/backboards	_____ Blankets
_____ Student information lists	_____ Emergency response forms
_____ Gloves, Hard Hats	_____ Flashlights

#### **Checklist**

- ☐ Report to the Search and Rescue Team Assembly Area near the SEOC and obtain group checklists and equipment.
- ☐ Team Leader to obtain missing/presumed missing information from Student/Staff Accounting Team Leader, noting missing students and last known location.
- ☐ After reviewing information provided by staff, develop quick assessment and strategy to complete tasks, and report back to rest of search and rescue team members.
- ☐ Assign team members to check all classrooms on assigned route, check visually, and vocally to determine situation and to identify situations in need of further assessment or assistance.
- ☐ Control small fires by use of hand extinguishers. In the event of a large fire, do not attempt to fight, evacuate building immediately.
- ☐ If utilities present a hazard and have not already been shut off, if trained shut-them off and report data to EC (i.e. broken water, gas or electric lines).
- ☐ Team members report findings to Team Leader.
- ☐ Team leader to inform Emergency Commander (EC) of situations requiring assistance or other information needed as to status of site and buildings.
- ☐ Use signs, barrier tape, etc. to designate unsafe areas, required assembly locations, Student Release Area etc.
- ☐ Control access to facility or unsafe areas as required.

### **FIRST-AID TEAM & MORGUE (SCHOOL NURSE & STAFF) CHECKLIST**

Identify injured and provide a location for injured to be treated. Administer basic first aid and log all injuries and injured on forms provided.

#### **Materials Needed**

_____ Master keys	_____ Emergency tools
_____ Fire extinguishers	_____ Hand radio
_____ Signs, flags, ribbons	_____ First aid kit
_____ Stretchers/backboards	_____ Blankets
_____ Student information lists	_____ Emergency response forms
_____ Identification tags	_____ Flashlights

#### **Checklist**

- ☐ Report to Site Emergency Operations Center (SEOC) to aid in identifying injured. As requested by the Emergency Coordinator (EC) contact Team Leaders and the Student/Staff Accounting Team for injury information.
- ☐ If necessary, establish a first-aid treatment area and as possible, transport injured to this area for care.
- ☐ Provide basic First-Aid care as needed and identify injured by using tag system. Tag injured persons to identify their name, type of injury and where (if possible) injury took place.
- ☐ If necessary and capable, utilize triage system to determine injured care and transportation priorities. Cooperate with and assist local emergency responders.
- ☐ Cover any fatalities with a blanket.
- ☐ Report to the Incident Commander EC all relative information using attached reporting form.

## **SECURITY TEAM**

### **Materials Needed**

_____ Master keys	_____ Emergency response plan
_____ School disaster ID vest	_____ Pens, pencils, markers, paper
_____ Clipboard	_____ 2-way radio
_____ Hard hat if necessary	

\*Request all other resources through Logistics

### **Responsibilities**

- ☐ Ensure the safety and security of school staff and students.
- ☐ Report to the Site Emergency Operations Center (SEOC).
- ☐ Coordinate with Local Law Enforcement, Fire, and Rescue personnel for assistance when necessary.
- ☐ Take no action that will endanger yourself.
- ☐ Obtain hard hat (if necessary), disaster identification vest, this checklist, a clipboard and a radio.
- ☐ If directed to do so, lock gates and major external doors.
- ☐ Verify that campus is locked down and report same to Command Post.
- ☐ Advise Command Post of all actions taken.
- ☐ Route Fire, rescue, police, etc. as appropriate.



### **UTILITIES TEAM (Custodian & STAFF) CHECKLIST**

#### **Materials Needed**

_____ Master keys	_____ Emergency tools
_____ Fire extinguishers	_____ Hand radio
_____ Signs, flags, ribbons	_____ First aid kit
_____ Stretchers/backboards	_____ Student information lists
_____ Gloves, hart hats, flashlights	_____ Emergency response forms

#### **Checklist**

- ☐ The Hazard Control team is responsible for fire suppression, utility control, and hazards isolation.
- ☐ Utility Team Leader shall assign staff to the various utilities to be inspected and as necessary to be shut-down or shut-off.
- ☐ Provide each team member with the appropriate utility shut-off checklist and information.
- ☐ Take no action that will endanger you.
- ☐ Complete shut-off or shut-down of all site utilities (electric, water and gas) as necessary.
- ☐ Retrieve information from Utility Team Members after they have completed their sweep of the site.
- ☐ Provide status of utilities to the Emergency Coordinator as soon as it is available.
- ☐ As directed and trained, turn back on utilities if safe to do so.
- ☐ Report any damage to the Operations Section Chief at the site Emergency Operations Center (SEOC).
- ☐ Obtain hard hat (if necessary), disaster identification vest, this checklist, a clipboard and a radio.

## Appendix C

### Forms

The forms included in this Appendix include:

1. Pre-Disaster
  - Staff Resources Survey
  - Staff Emergency Medical Information
  - Record of Disaster Drills
  - Buddy List
2. Site EOC
  - Site Action Plan
  - Student/Staff Accountability Form
  - Student Release Form
  - Injury/Information Reporting Form

### **STAFF RESOURCES SURVEY (Form A)**

During any disaster situation, it is important to be able to draw from all available resources. The special skills and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. This survey is to pinpoint those staff members with the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your site administrator.

Areas of skill/proficiency:

\_\_\_\_\_ First Aid (current card \_\_\_\_\_ Yes \_\_\_\_\_ No)

\_\_\_\_\_ CPR (current card \_\_\_\_\_ Yes \_\_\_\_\_ No)

\_\_\_\_\_ Running/jogging

\_\_\_\_\_ Amateur radio

\_\_\_\_\_ Bus/truck driving (License Class \_\_\_\_\_)

\_\_\_\_\_ Rescue (techniques and/or equipment – winch, crane, towing)

\_\_\_\_\_ Carpentry, plumbing, welding (specify: \_\_\_\_\_)

\_\_\_\_\_ Survival techniques

\_\_\_\_\_ Bicycle, motorcycle, other motorized bike

\_\_\_\_\_ 4-wheel drive vehicle (off-road vehicle)

\_\_\_\_\_ Camping skills (setting up tents, outdoor cooking, outdoor sanitation)

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

Please indicate any special equipment that might be available to you at the school site.  
(Examples: 4-wheel drive vehicle, van, motorcycle, HAM radio, winch, tow equipment, etc.):

\_\_\_\_\_

Name/Dept: \_\_\_\_\_ Date: \_\_\_\_\_

**STAFF EMERGENCY MEDICAL INFORMATION (Form B)**

For use in the event staff member is unable to communicate.

Staff Emergency Card

Name:

Address:

Phone Number:

Birth Date:

Contact #1:

Name:

Address:

Phone Number:

Contact #2:

Name:

Address:

Phone Number:

Contact #3:

Name:

Address:

Phone Number:

Medical Concerns:

Allergies:

Special notes for medical concerns:

### **RECORD OF DISASTER DRILLS (Form C)**

Site: \_\_\_\_\_

School Year \_\_\_\_\_

#### **Fire Drills**

<b>Fire Drills</b>	<b>Date Held</b>	<b>Time</b>	<b>Time Needed to Vacate</b>	<b>Alarm Signal Used</b>
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				
July				
August				

#### **Other Drills**

<b>Other Drills</b>	<b>Type of Drill</b>	<b>Date Held</b>	<b>Time</b>	<b>Time Needed to Vacate</b>	<b>Alarm Signal Used</b>
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					
July					
August					

#### **Drill Schedule**

Monthly: Fire

Quarterly: Earthquake

Annually: Bomb Threat, Severe Windstorm, Chemical Incident, Floods, and Lockdown

Forward to Superintendent at the end of each school year.

**SITE ACTION PLAN (Form E)**

SITE: \_\_\_\_\_

The Site Action Plan is to be defined by the EC and the Team Leaders by using the information from the data gathered.

Action Plan Written Down By: \_\_\_\_\_ Date & Time Actions Noted:

\_\_\_\_\_

No.	Actions to be Taken	Action Completed By	Date Action Completed

Page \_\_\_\_ of \_\_\_\_

**SITE ACTION PLAN** *(continued)*

SITE: \_\_\_\_\_

No.	Actions to be Taken	Action Completed By	Date Action Completed

Page \_\_\_\_ of \_\_\_\_

**SITE CHECK-IN LOG (Form F)**

Secretary Record-keeper: \_\_\_\_\_ checked in at: \_\_\_\_\_ am/pm

Date: \_\_\_\_\_ Signature of Secretary Record-keeper: \_\_\_\_\_

Name of Person	Time Checked In		Reason for Being Here	Time Checked Out
	a.m.	p.m.		



**STUDENT RELEASE LOG (Form G)**

SITE : \_\_\_\_\_

Date: \_\_\_\_\_ TIME RELEASE STARTED: \_\_\_\_\_ am/pm

This form is to be used to identify the names of those students released after an emergency and who they were released to. This form should also indicate where the student was taken.

Last Name	First Name	Parent/Guardian Signature	Time Left	Location Where They are Going

Page \_\_\_\_ of \_\_\_\_

**STUDENT RELEASE LOG** *(continued)*

SITE : \_\_\_\_\_

Last Name	First Name	Parent/Guardian Signature	Time Left	Location Where They are Going

Page \_\_\_\_ of \_\_\_\_

# STUDENT EMERGENCY RELEASE FORM

I/We request that

\_\_\_\_\_  
*Print Student Name*

\_\_\_\_\_  
*Print Student Name*

\_\_\_\_\_  
*Print Student Name*

\_\_\_\_\_  
*Print Student Name*

\_\_\_\_\_  
*Print Student Name*

\_\_\_\_\_  
*Print Student Name*

be released to me/us

\_\_\_\_\_  
*Print Name(s)*

Relationship(s) to student(s):

\_\_\_\_\_  
\_\_\_\_\_

CA Drivers License number::

\_\_\_\_\_

Our intended destination is:

\_\_\_\_\_  
*Location including address*

Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Phone Number

\_\_\_\_\_

## Bottom portion to be completed by School Release Team

☐ Requestor on emergency card. Student released

Time of release: \_\_\_\_\_

☐ Requestor NOT on emergency card. Student released anyway. Explain

Date of release: \_\_\_\_\_

☐ Requestor NOT on emergency card. Student NOT released.

Form completed by:

\_\_\_\_\_

Date/time:

\_\_\_\_\_

**STUDENT/STAFF ACCOUNTABILITY FORM (Form I)**  
**Individual Room, Office, Department, or Other**

School/Site: \_\_\_\_\_ Date: \_\_\_\_\_

- Record student and staff accountability status in the classroom, office, cafeteria or other site areas.
- Once accountability records are completed, submit this form to the Site's Emergency Coordinator (EC).
- Only provide information requested here to EC.

**1. List information regarding Missing Students/Staff Members below:**

Name	Student or Staff	Last Seen

Page 1 of 4

**Student/Staff Accountability Form (continued)**

School/ Site: \_\_\_\_\_ Date: \_\_\_\_\_

**2) List information regarding injuries identified.**

Name	Student or Staff	Type of Injury

Page 2 of 4

**Student/Staff Accountability Form (*continued*)**

School/ Site: \_\_\_\_\_ Date: \_\_\_\_\_

**3) List information regarding all deaths.**

Name	Student or Staff	Type of Injury and Information re Death

Page 3 of 4

**Student/Staff Accountability Form (continued)**

School/ Site: \_\_\_\_\_ Date: \_\_\_\_\_

**4) List information regarding any other concerns not already reported.**

Name	Student or Staff	Comments

Page 4 of 4

**STAFF/STUDENT/OTHER REPORT FORM**

Teacher \_\_\_\_\_ Rm. \_\_\_\_

\*Add to class list adults in the room (class list will be provided by office)

Staff/Students or Other names: Last name, first name.	Present at field	Left behind List Condition Airway Bleeding Shock Trapped	Absent	In first aid  Write who took them	Missing	Comments:
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.						
31.						
32.						
33.						



**SCHOOL EMERGENCY PREPAREDNESS STUDENT REPORTING FORM**

<b>TEACHER NAME:</b>	<b>ROOM NUMBER:</b>
<b>STUDENTS MISSING FROM CLASS:</b>	<b>STUDENTS ABSENT:</b>
<b>STUDENTS TAKEN TO FIRST AID:</b>	<b>TAKEN TO FIRST AID BY:</b>
<b>STUDENTS WHO ARE INJURED AND CANNOT BE MOVED</b>	

### ACTIVITY LOG

[illegible]

### INJURY/INFORMATION REPORTING FORM (Form J)

School/ Site: \_\_\_\_\_ Date: \_\_\_\_\_

Compile from this form data in the following areas to be immediately provided to the site's Emergency Coordinator:

1. Number of Severe injuries (require immediate medical attention) \_\_\_\_\_
2. Number of Moderate injuries (requires medical attention/not immediate) \_\_\_\_\_
3. Number of Minor injuries (require some medical attention) \_\_\_\_\_
4. Number of Confirmed fatalities (deaths) \_\_\_\_\_
5. Condition of first-aid, triage and morgue area: NEED HELP: \_\_\_\_\_ Yes/No

**1) List information regarding injuries identified.**

Name	Student or Staff	Type of Injury

Page \_\_\_\_ of \_\_\_\_

**Injury/Information Reporting Form (*continued*)**

School/ Site: \_\_\_\_\_ Date: \_\_\_\_\_

**1) List information regarding injuries identified (*continued*)**

Name	Student or Staff	Type of Injury

Page \_\_\_\_ of \_\_\_\_

**Injury/Information Reporting Form (*continued*)**

School/ Site: \_\_\_\_\_ Date: \_\_\_\_\_

**2) List information regarding all deaths.**

Name	Student or Staff	Type of Injury and Information re Death

Page \_\_\_\_ of \_\_\_\_

# Vista del Mar Union School District

## Notice of First Aid Care

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

Dear Parent:

\_\_\_\_\_ was injured at school and has been given first aid. If you feel further care is necessary, please consult your family physician.

Remarks:

Signed by:

\_\_\_\_\_  
*School Representative*

The purpose of this form is to inform parent of medical treatment given.

Note: In a disaster: 1 copy goes home with student

1 copy stays with teacher or medical treatment team records

**Public Agency Use of School Buildings for Emergency Shelters**

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.

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**



The Vista Del Mar Union School District provides 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. Vista Del Mar Union School District is guided by Positive Behavior Intervention and Multi-Tier Systems of Support.

#### BP 5144.1 Students

##### Suspension And Expulsion/Due Process

The Board of Trustees 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)

(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 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
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-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

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

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

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

#### Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

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

#### Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

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, students with disabilities, foster youth, 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:

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  
 52052 Numerically significant student subgroups  
 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  
 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

7961 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

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

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:

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 Healthy Students: <https://www2.ed.gov/about/offices/list/oese/oshs>

## Policy VISTA DEL MAR UNION SCHOOL DISTRICT

adopted: May 9, 2018 Gaviota, California

## Vista Del Mar Un SD | AR 5144.1 Students

### Suspension And Expulsion/Due Process

#### Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

#### Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

## Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows: (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))  
(cf. 5131 - Conduct)  
(cf. 5131.7 - Weapons and Dangerous Instruments)
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))  
(cf. 3513.4 - Drug and Alcohol Free Schools)  
(cf. 5131.6 - Alcohol and Other Drugs)
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))  
(cf. 5131.62 - Tobacco)
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))  
Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))  
Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r))  
Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic

act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

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

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

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

#### Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

#### Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

#### Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)  
(cf. 5125 - Student Records)

#### Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)  
(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

#### Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or

designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting.

(Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

#### Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)



(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

#### On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

#### Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

#### Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

(Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

#### Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion

under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

#### Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

#### Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c). (cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

#### Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

#### Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing

be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(ii))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard.

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

- (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- (c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

#### Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

#### Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

#### Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

#### Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

#### Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

#### Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

#### Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

#### Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

#### Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

Regulation VISTA DEL MAR UNION SCHOOL DISTRICT  
approved: May 9, 2018 Gaviota, California

**(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**



## Procedures for Notification of Teachers of Dangerous Pupils Pursuant to Education Code 49079

Teachers will be informed of any student they have in class who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h) (tobacco offenses) of E.C. 48900 (causes for suspension or expulsion). The school shall provide the information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

Information about "dangerous pupils" shall be provided for the previous two years. At the beginning of each school year, teachers will be provided with a confidential list of students by offenses for which students have been suspended or expelled. Teachers will be given the opportunity to check their class rosters for any of these students and verify in writing to the superintendent, principal, or designee, that they are aware of those students. Teachers can initial the confidential list and return it to the school office.

Students recently suspended will appear on the attendance list with "suspended" next to their name and the principal will inform the teacher of the cause for suspension.

If a student is new to the District and falls into the classification of "dangerous pupil," his or her teacher will be asked to discuss the student with the principal.

Note: Any information received by a teacher pursuant to this section shall be received in confidence for the sole purpose for which it was provided and shall not be further disseminated by the teacher.

### Education Code 49070

#### Providing information to teachers regarding students engaged in acts described in 48900

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the subdivisions, except subdivision (h) of Section 48900. The District shall provide the information to the teacher based upon any records that the District maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil describe in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the District or district officer or employee knew that the information was false or was made with a reckless disregard for the truth or falsity of the information provided.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a), is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1000) or both.

(d) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

### Vista Del Mar Un SD | BP 4158 Personnel

#### Employee Security

The Board of Trustees desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent/Principal or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing them with necessary assistance and support when emergency situations occur.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 5131.4 - Student Disturbances)

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent/Principal or designee immediately. The Superintendent/Principal or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the Superintendent/Principal or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the

person or property of an employee or another person on district premises.

(cf. 3320 - Claims and Actions Against the District)

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

The Superintendent/Principal or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, and crisis resolution.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent/Principal or designee also shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom.

The Superintendent/Principal or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

(cf. 5141 - Health Care and Emergencies)

#### Use of Pepper Spray

Employees may possess pepper spray that meets the requirements of Penal Code 12403.7 on school property and at school activities for their own safety. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

#### Reporting of Injurious Objects

The Board requires employees to take immediate action upon being made aware that any person is in possession of an unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the Superintendent/Principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911 and the principal

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

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

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

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

#### Legal Reference:

##### EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings

32225-32226 Communication devices

35208 Liability insurance

35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students

48201 Transfer of student records

48900-48926 Suspension or expulsion

49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion

49330-49335 Injurious objects

##### CIVIL CODE

51.7 Freedom from violence or intimidation

##### CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety

##### GOVERNMENT CODE

995-996.4 Defense of public employees

3543.2 Scope of representation

##### PENAL CODE

71 Threatening public officers and employees and school officials

240-246.3 Assault and battery, including:

241.3 Assault against school bus drivers

241.6 Assault on school employee includes board member

243.3 Battery against school bus drivers  
 243.6 Battery against school employee includes board member  
 245.5 Assault with deadly weapon; school employee includes board member  
 290 Registration of sex offenders  
 601 Trespass by person making credible threat  
 626-626.11 School crimes  
 646.9 Stalking  
 12403.7 Weapons approved for self defense  
 WELFARE AND INSTITUTIONS CODE  
 827 Juvenile court proceedings; reports; confidentiality  
 828.1 District police or security department, disclosure of juvenile records  
 COURT DECISIONS  
 City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526  
 Management Resources:  
 WEB SITES  
 CSBA: <http://www.csba.org>  
 California Department of Education, Safe Schools and Violence Prevention Office: <http://www.cde.ca.gov/lv/ss>

Policy VISTA DEL MAR UNION SCHOOL DISTRICT  
 adopted: April 9, 2014 Gaviota, California Steps if a student makes a threat

When a threat is received or potential risk identified, it should be immediately brought to the attention of the School Site Administrator or designee. This person is the threat assessment team leader.

The Site Administrator collects as much information as is immediately available and makes a determination if the risk is TRANSIENT or SUBSTANTIVE. (The Site Administrator may want to involve the School Psychologist, Counselor, Nurse or Teachers to help make initial determination.) Ideally, this step should happen within minutes of the report.

TRANSIENT – The threat can be easily resolved and/or does not express the intent to actually harm someone or carry out the threat. The student is willing to apologize and offer reassurance that the threat will not be carried out.  
 IF TRANSIENT, FULL THREAT ASSESSMENT NOT NEEDED. Complete the top portion of the “Threat Assessment Documentation” page. The principal may respond with a reprimand, parent notification, or other actions that are appropriate to the severity and chronicity of the situation.  
 Ideally, Site administrator should follow-up within 1-2 weeks

SUBSTANTIVE – A threat with the intent to harm someone beyond the immediate incident. This type of threat is not resolved in the immediate moment or soon after despite intervention. Context and meaning of threat is extremely important in distinguishing between transient and serious threat.

Examples of “Substantive Threat” =

1. A student says, “I am going to beat you up at lunch” with the intent to hurt the other student.
2. A student says she is going to kill her teacher after her teacher gives her a bad grade

IF SUBSTANTIVE, A FULL THREAT ASSESSMENT IS NEEDED. The whole “Threat Assessment Documentation” report should be completed.

Next, determine if Substantive threat is “Serious” or “Very Serious.” To do this the full threat assessment team should be assembled. The threat assessment team should consist of: School Counselor, School Psychologist, School Nurse (if needed) and School Resource Officer.

The School Counselor or School Psychologist conducts a semi-structured clinical interview as outlined on the Threat Assessment Documentation Form under “Evaluation of Threat.” This interview includes collecting information regarding school, family and social dynamics. The key question to answer during this initial inquiry is, “Does this child show evidence of being on a path towards violence?”

SERIOUS SUBSTANTIVE – A threat involves a fight or intent to physically hurt someone else (i.e., misdemeanor assault)

Examples of “Serious Substantive Threat” =

1. A student says she is going to fight another student after school

2. A student receives a note saying, "I am going to beat you up at lunch."

FOR SERIOUS SUBSTANTIVE THREATS, the team should complete the "Threat Response Form" within the threat assessment packet which outlines intervention/s that will be in place to ensure student safety. Interventions are determined based on the needs of the student. Interventions may include: counseling, in-school discipline, suspension, expulsion and/or arrest.

The parents/guardians of the victim should be informed of the threat made on his/her son or daughter.

Document "Threat Assessment" in PowerSchool

VERY SERIOUS SUBSTANTIVE – A threat that includes using a weapon (i.e., firearm, knife and/or gun) and has the potential for the victim to need immediate medical intervention. Threats to kill, rape or sexually assault a student and/or staff are also considered a "Very Serious Substantive Threat" (i.e., felony assault).

Examples of "Very Serious Substantive Threat" =

1. A student makes a hit list of students he is going to shoot when he brings a gun to school.
2. A student tells the counselor that he is sick of being bullied and he is going to bring a poison and stick it in another's students drink

FOR VERY SERIOUS SUBSTANTIVE THREATS, the team MUST:

1. Notify intended victims and parents
2. Notify parents of the student/s who made the threat
3. Consult with law enforcement
4. Initiate a mental health evaluation/safety evaluation (i.e., call crisis mobile response team)
5. Discipline as appropriate
6. Make Safety Plan
7. Document "Threat Assessment" in PowerSchool
8. Follow-Up with victim/perpetrator. Revise Safety Plan as needed.

#### Threat Assessment Documentation

##### General Information

Date of Threat: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_ Date Form Completed: \_\_\_\_\_

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: \_\_\_\_\_

Type of Threat: Transient Serious Substantive Very Serious Substantive

Assessor's Name: \_\_\_\_\_ Position: \_\_\_\_\_

Who Reported Threat: \_\_\_\_\_ Position: \_\_\_\_\_

Location of Threat: \_\_\_\_\_

What student said or did to express a threat (quote the student if possible):

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Student Who Made Threat (i.e., Perpetrator):

Race: \_\_\_\_\_

Special Education: YES NO If yes, eligibility (i.e, OHI, ED, SLD, etc.) = \_\_\_\_\_

YES NO Had or Sought Accomplices

YES NO Reported the Threat as a Specific Plan

YES NO Wrote Plans on a List

YES NO Repeated the threat over Time

YES NO Mentioned weapons in the Threat

YES NO Used weapons in the Threat

YES NO Had Prior Conflict with Recipient (Within 24 hours of threat)

YES NO Student Previously Bullied the Recipient

Recipient of Threat/s (i.e., Victim/s):

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Number of Victims: \_\_\_\_\_

Primary Recipient: \_\_\_\_\_ Student \_\_\_\_\_ Parent \_\_\_\_\_ Administrator \_\_\_\_\_ Teacher \_\_\_\_\_

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

Grade: \_\_\_\_\_ Gender: \_\_\_\_\_ Race: \_\_\_\_\_

Special Education: YES NO If yes, eligibility (i.e, OHI, ED, SLD, etc.) = \_\_\_\_\_

YES NO Recipient Witnessed the Threat

YES NO Recipient Previously Bullied the Perpetrator

Evaluation of Threat

(Use these questions as the interview foundation; modify as needed.)

1. Do you know why I wanted to talk with you? Tell me.

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2. What happened today when you were (place of incident)?

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3. What exactly did you say? And what exactly did you do? (Student's exact words.)

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4. What did you mean when you said or did that?

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5. How do you think (victim's name) feels about what you said or did? (See if the student believes it frightened or intimidated the person who was threatened.)

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6. What was the reason you said or did that? (Find out if there was prior conflict or history to threat.)

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7. What are you going to do now that you have made this threat? (Inquire about the specifics of the plan and if/how they intend to carry them out.)

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Witness Interview (If applicable)

Student Name: \_\_\_\_\_ Date of Threat: \_\_\_\_\_

Grade or Title: \_\_\_\_\_

\_\_\_\_\_ Recipient (victim) of threat \_\_\_\_\_ Witness to threat, but not recipient

1. What exactly happened today when you were (place of incident)?

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2. What exactly did (student who made threat) say or do? (Write the witnesses exact words.)

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3. What do you think he/she meant when saying or doing that?

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4. How do you feel about what he/she said or did? (Gauge whether the person who observed or received the threat feels threatened or intimidated.) Are you concerned that he/she might actually do it?

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5. Why did he/she say or do that? (Find out whether witness knows of any prior conflict or history behind this threat.)

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Threat Responses

Student Name: \_\_\_\_\_ Date of Threat: \_\_\_\_\_

Disciplinary Action:

YES NO Reprimanded Student

YES NO Parent Conference

YES NO In-School Time Out

YES NO Detention: Number of Days: \_\_\_\_\_

YES NO Suspension: Number of Days: \_\_\_\_\_

YES NO Expulsion Recommended

YES NO Other Disciplinary Action: \_\_\_\_\_

Interventions and Safety Precautions:

YES NO Interviewed and Advised student who made threat

YES NO Interviewed and Advised Students Parents

YES NO Consulted with one or more School Staff Members

YES NO Law Enforcement Consulted

YES NO Law Enforcement Contact with the Perpetrator

Consequence of Legal Action: \_\_\_\_\_

YES NO Parents of the Victim Notified of the Threat

YES NO Conflict Mediation

YES NO School-Based Counseling Referral

YES NO Alter Schedule of Perpetrator to increase Supervision or Minimize Contact with Recipient

YES NO Student Referred for a 504 plan

YES NO Student might be Eligible for Special Education Services; Referred for an SST and/or possible referral

YES NO Student already receiving Spec. Ed. services; Consult with IEP Team

YES NO Crisis Counseling with School-Based Staff

YES NO Mental Health Assessment by Outside Agency

YES NO Change in Transportation (bus suspension, special transportation, etc.)

YES NO Outside Mental Health Services

YES NO Alternative Educational Placement

OTHER:

Vista Del Mar Union School District

9467 San Julian Rd, Gaviota CA 93117

SUICIDE RISK ASSESSMENT: STEP-BY-STEP FLOWCHART

LOW Risk

MODERATE to SEVERE Risk

Assessing Risk in Suicidal Students

It is important to note that this is not an exhaustive list. The Risk Assessment is best completed by qualified counseling personnel that are trained in the appropriate techniques for such an assessment.

PART 1: 4 MOST CRITICAL QUESTIONS to ask students:

1. Has the student thought about suicide (thoughts or threats alone, whether direct or indirect, may indicate LOW risk)?
2. Have they tried to hurt themselves before (previous attempts, repetitive self-injury may indicate MODERATE risk)?
3. Do they have a plan to harm themselves now (the greater the planning, the greater the risk)?
4. What method are they planning to use and do they have access to the means (these questions would indicate HIGH risk)?

PART 2: Questions to ask parents, teachers, staff:

- What warning sign(s) initiated the referral?
- Has the student demonstrated abrupt changes in behaviors?

- What is the current support system that surrounds this child (the more the student feels isolated and alone, the greater the risk)?
- Is there a personal or family history of mental illness (depression, alcohol and/or substance abuse, conduct or anxiety disorder)?

PART 3: Determine which level the student is, explore the areas associated with each, complete corresponding actions

#### LOW RISK (IDEATION)

- Sample student question: Have you ever thought about suicide (harming yourself)?
- Other indicators: current or recent thoughts, signs of depression, direct or indirect threats, sudden changes in personality, friends, behaviors; evidence of self harm in written or art work; dark internet websites and chat
- Actions: Reassure and supervise student, warn parents, assist in connecting with school and community resources, suicide-proof environments, mobilize a support system, develop a safety plan that identifies caring adults, appropriate communication and coping skills and resource numbers
- DOCUMENT all actions

#### MODERATE RISK (Current ideation and previous behaviors)

- Sample student question: Have you ever tried to kill (hurt yourself) before?
- Other indicators: previous attempts, recent mental health hospitalizations, recent trauma (losses or victimization), recent medications for mood disorders, alcohol and substance addiction, running into traffic or jumping from high places, repetitive self injury
- Actions:
  - ? Supervise students at all times (including restrooms)
  - ? Notify and hand off student ONLY to:
    - Parent or guardian who commits to seek and immediate mental health assessment
    - Law enforcement
    - Psychiatric mobile responder (i.e., SAFTY)

- DOCUMENT all actions

#### HIGH RISK (Current plan and access to method)

- Sample student question: Do you have a plan to kill (harm) yourself today?
- Other indicators: current plan with method/access, finalizing arrangements, giving away prized possessions or written/emailed good bye notes, refusal to sign safety plan
- Actions:
  - ? Supervise students at all times (including restrooms)
  - ? Notify and hand off student ONLY to:
    - Parent or guardian who commits to seek and immediate mental health assessment
    - Law enforcement
    - Psychiatric mobile responder (i.e., SAFTY)
- DOCUMENT all actions

- Prepare a re-entry plan.

\*\* Resource: Lieberman, R., Poland, S. & Cassel, R. (2008). Suicide Intervention. In Thomas A. & Grimes, J., Best Practices in School Psychology V. Bethesda, MD: National Association of School Psychologists

#### Parent Acknowledgement Form – Suicidal Ideations

This is a sample form which should be used in the case of student suicidal ideations. This form should be provided to the parent upon conclusion of the meeting with the crisis team. By signing this form, the parent acknowledges that they were informed of the suicidal ideation, given recommendations and that the student is being released to the parent/guardian. A copy of the signed form should be given to the parent upon leaving or mailed that day. Additionally, the original should be kept for administrative records.

#### Parental Contact Acknowledgement Form

This is to verify that I have spoken with school staff member/s on \_\_\_\_\_ (date), concerning my child's suicidal ideation. I have been advised to seek services of an outside agency immediately.



I understand the importance of treating and monitoring my son/daughter over the next 24 hours. The child is being released to me and I understand his/her safety is my responsibility. I will follow-up with the school within the week.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Staff Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Formulario de Contacto de Reconocimiento de Padres

Esto es para verificar que he hablado con un/unos miembro/s del personal de la escuela el \_\_\_\_\_ (fecha), en relación con la ideación suicida de mi hijo/a. Me han aconsejado que buscara los servicios de una agencia externa de inmediato. Entiendo la importancia del tratamiento y monitoreo de mi hijo/a durante las próximas 24 horas. El niño está siendo liberado a mí y entiendo su seguridad es mi responsabilidad. Me pondré en contacto con la escuela dentro de la semana.

Firma del padre: \_\_\_\_\_ Fecha: \_\_\_\_\_  
Firma del miembro personal: \_\_\_\_\_ Fecha: \_\_\_\_\_

#### Re-Entry Protocol (For Suicide Attempt and/or Psychiatric Hold)

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), the following re-entry procedures should be used:

1. Crisis Team will meet upon learning of the event. Preliminary plan will be crafted and appropriate information will be disseminated to staff as needed.
2. One team member will be designated to be in contact with the family to receive medical updates and alert the team to when the student will potentially be returning.
3. Confirm that the student is mentally stable and ready to begin school again (i.e., Documentation form from a mental health care provider that the student has undergone examination and that they are no longer a danger to self or others. School Mental Health Provider meets with the student individually during re-entry to determine school readiness.)
4. Crisis Team Member and/or admin speak with staff regarding any re-entry information needed (i.e., possible accommodations, support systems in place, etc.)
5. Crisis Team Member speaks with and coordinates a Re-Entry Meeting with the parent, team (and student if appropriate) as needed
6. Crisis Team and family determine a plan for immediate and more long-term care
  - a. School Mental Health Care Provider will periodically check in (at least once the week of returning and bi-weekly for the first month) with the student to help the student re-adjust to the school community and address any concerns
  - b. Outside mental health treatment is coordinated. Release of Information is signed so that the school can coordinate with outside professional if needed.
  - c. Ensure the parents have the number for the mobile crisis response team SAFTY and 911 for use at home should the student attempt again.
7. De-brief with staff the following day or end of the week (as needed) regarding any new or additional needs once the student has been back in school

**(E) Sexual Harassment Policies (EC 212.6 [b])**

## BP 5145.7 Students Sexual Harassment

The Board of Trustees 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 files a complaint, testifies, or otherwise participates in district complaint processes.

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

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

### Instruction/Information

The Superintendent/Principal or designee shall ensure that all district students receive age-appropriate instruction and 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
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

### Complaint Process

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 (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

The Superintendent/Principal or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent/Principal or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

### 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 4-12, 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. 5144.1 - Suspension and Expulsion/Due Process)

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

### Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

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

(cf. 5125 - Student Records)

The Superintendent/Principal 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 the school.

### 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

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

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:

### 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

### OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance, 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>

Policy VISTA DEL MAR UNION SCHOOL DISTRICT

adopted: April 9, 2014 Gaviota, California

Vista Del Mar Un SD | AR 5145.7 Students

## Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

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

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

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

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

#### School-Level Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Superintendent. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Superintendent, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Superintendent to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Governing Board.

2. Initiation of Investigation: The Coordinator/Superintendent shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Superintendent receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Superintendent shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The Coordinator/Superintendent shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Superintendent shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Superintendent may take other steps such as reviewing any records,

notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place. When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Superintendent also may discuss the complaint with the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.  
(cf. 5141.4 - Child Abuse Prevention and Reporting)

5. Interim Measures: The Coordinator/Superintendent shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Superintendent may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

(cf. 5138 - Conflict Resolution)

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Superintendent may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Superintendent may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment 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 students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Superintendent shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Superintendent shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused.

In addition, the Coordinator/Superintendent shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Superintendent shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

#### Enforcement of District Policy

The Superintendent/Principal or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community

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

5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

(cf. 4118 - Suspension/Disciplinary Action)

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

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

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

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including the school web site (Education Code 231.5)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

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

Regulation VISTA DEL MAR UNION SCHOOL DISTRICT

approved: April 9, 2014 Gaviota, California

**(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

BP 5132 Students

Dress And Grooming

The Board of Trustees 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 Superintendent, staff, and parents/guardians 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)

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

Policy VISTA DEL MAR UNION SCHOOL DISTRICT

adopted: April 9, 2014 Gaviota, California

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

The Governing Board recognizes and as a part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning, the Superintendent/Principal or designee shall develop and implement strategies to establish and promote safe routes to school program activities.

The Superintendent/Principal may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies. Strategies shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent/Principal periodically reports to the Board on the implementation of program activities and progress toward program goals. Such reports include levels of participation in promotional and educational activities, survey results of parent/guardian attitudes and tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.

District staff shall instruct students to follow protective procedures outlined under specific emergencies with regard to protective position and safety precautions. In the event of an emergency, students that are on their way to school, should continue to school; those on their way home, should continue home.

COVID-19 Ingress and Egress Guidelines

During Covid-19, the District shall apply safe ingress and egress of students, parents and staff as outlined and updated via Santa Barbara County Public Health Department.



## Evacuation routes for Vista de Las Cruces School



## VISTA DE LAS CRUCES SCHOOL EMERGENCY ASSEMBLY AREA

ALL students and personnel gather on blacktop at edge of field,

## Safe Ingress and Egress Procedures

Safe route for bringing students to and exiting Vista de Las Cruces School



**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)****Component:**

Vista Del Mar Union School District will ensure a safe and orderly school campus by providing outdoor learning experiences for every classroom.

**Element:**

Before, during and after school

**Opportunity for Improvement:**

To ensure the health and safety of all the students and staff.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To provide a COVID-19 free classroom	All classrooms will have designated space to conduct outdoor learning and physical distancing when in doors with masks worn at all times indoors.	Teachers and Principal	Superintendent/Principal	Covid-19 free environment
To ensure all high touch surfaces are frequently cleaned.	Daily cleaning schedule of all restrooms, classrooms, MPR, kitchen, office, staff workroom, library.	Custodian/Maintenance staff	Superintendent/Principal	Covid-19 free environment

**Component:**

Character Development

**Element:**

John Wooden Pyramid of Success, Second Step, & Habits of Mind

**Opportunity for Improvement:**

Character development improves self-confidence and character development will improve classroom and playground behavior and success.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To instill the character traits needed to be kind and responsible as citizens.	Introduce character trait via classroom meetings	Pyramid of Success/Second Step/Habits of Mind	Superintendent/Principal & teachers	Calendar & Feedback
To build leadership and life skills in students, create a high trust culture and lay the foundation for sustained academic achievement.	Recognize students' ongoing to unleash their potential within the greater school community.	Certificate/School Assembly/Call Parent	Superintendent/Principal & teachers	Feedback & Surveys

**Component:**

School Site Training & Emergency Drills for Students/Staff Upon Return to School

**Element:**

Due to the pandemic, some students and staff are new to the school and the need to be acquainted to the school facility and a thorough and clear understanding of procedures and responsibilities need to be scheduled regularly to ensure a safe and orderly campus. When students and staff return, schedule bi-weekly drills to provide practice and improve clarity of the safe schools plan.

**Opportunity for Improvement:**

With each drill and site level training, feedback and reflection to be at the core of what we learned and what we can do better for the efficiency and safety of everyone at any given time of a possible emergency and to improve the clarity of the Comprehensive School Safety Plan.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Regularly scheduled drills and trainings	Develop a calendar for scheduled drills/trainings	Safety training modules; local law and fire personnel	Superintendent/Principal & Safety Committee	Feedback from surveys and observations
To participate in the California Great Shakeout on October 21, 2021	Register Vista de Las Cruces School to participate in the Great Shakeout. Organize and connect with staff to prepare for and participate in a mock earthquake scenario in a drill.	<a href="https://www.shaekout.org">https://www.shaekout.org</a>	Superintendent/Principal & Staff	Record log that is in the office.
To participate in Fire Safety Training with Fire Station 38	Coordinate and plan an afternoon of fire safety tips associated with home, camping, school etc.	Fire Station 38 Captain and Team	Superintendent/Principal	Record log that is in the office.
To meet weekly with the SBCOE and SB County Public Health regarding COVID-19 directives.	Attend virtual meetings scheduled at 11:00 A.M. each Tuesday that includes SB County Public Health and SBCOE County Superintendent to review new county directives and best practices to ensure a safe school environment.	Santa Barbara County Public Health	Superintendent/Principal & CBO	Weekly attendance
To attend regularly scheduled meetings with the SB Health and Safety Committee.	Attend virtual meetings with other maintenance and operations personnel, Superintendents to review new directives and updates associated with safety, risk management, and maintenance and operations.	Santa Barbara County Safety Chair	Superintendent/Principal	Feedback and implementation of best practices.
To organize on-site CPR/AED training	Schedule with County Risk Management all staff required training for bi-annual renewals	Santa Barbara County Safety Director	Superintendent/Principal	Certificate of Completion

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Vista de Las Cruces School Student Conduct Code**

The Board of Trustees shall make every effort to maintain a safe, positive school environment and student services that promote student welfare and academic achievement. The Board expects students to make good use of learning opportunities by demonstrating regular attendance, appropriate conduct, and respect for others.

The District shall establish and keep parents/guardians and students well informed about school and district rules and regulations related to attendance, health examinations, records, grades, and student conduct. When conducting hearings related to discipline, attendance, and other student matters, the Board shall afford students their due process rights in accordance with the law.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with the law, Board policy, and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. Staff shall enforce disciplinary rules fairly, consistently, and without discrimination.

Procedures/Consequences for Misbehavior in the Classroom, on the Playground, or at school-sponsored events:

Initial Misbehavior

Staff uses professional judgment.

Responses may include warnings, benching on the playground, removal from activity. Extreme initial behavior may necessitate a Student Behavior Report.

BP 5131 Students

Conduct

The Board of Trustees 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/Principal or designee shall develop standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of 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.

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 Superintendent/Principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time  
Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. 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  
(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 school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent/Principal 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:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Board of Trustees 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>

## **Conduct Code Procedures**

### **(K) Hate Crime Reporting Procedures and Policies**

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent/Principal shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. Furthermore, the district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

#### **Grievance Procedures**

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Superintendent/Principal. Upon receiving such a complaint, the Superintendent/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in Administrative Regulation 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Superintendent/Principal and/or law enforcement, as appropriate. 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.

## **(J) Procedures to Prepare for Active Shooters**

### **VISTA DEL MAR UNION SCHOOL DISTRICT LOCKDOWN PROCEDURES (Alert/Lockdown/Inform/Counter/Evacuate)**

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

#### **ALERT**

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, "LOCKDOWN, There is an active shooter in the Computer Lab," or "LOCKDOWN, an armed gunman is walking through the first floor long hallway."

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined school's assembly area towards Hiway 1.

#### **LOCKDOWN**

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

- First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible
- Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)
- Gather in the area furthest from the entry point to the room; greater distance means greater safety
- Taking attendance and maintaining order are not the priority

#### **INFORM**

Purpose: To continually communicate the shooter's whereabouts using direct and clear language. (Use phone or the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

- The use of phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

#### **COUNTER**

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he/she should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

Shooting is a physical skill and moving targets are very difficult to shoot.

#### EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity.

If you know the intruder's whereabouts and you are not in a high-risk area, you should

Evacuate to the school's assembly area towards Hiway 1. Exit through the windows if necessary or the courtyard patio doors.

#### REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

In the event of a large-scale school event reunification will occur at the Fire Station 13 on Hiway 101.

## **Procedures for Preventing Acts of Bullying and Cyber-bullying**

## BP 5131.2 Students

### Bullying

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

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

(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 creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(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/Principal 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 the school and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)

### Bullying Prevention

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

(cf. 5137 - Positive School Climate)

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

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6163.4 - Student Use of Technology)

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent/Principal or designee may increase supervision and

security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

#### Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent/Principal 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/Principal or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

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

(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/Principal or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

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

#### Investigation and Resolution of Complaints

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

##### 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:

##### 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

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

Bullying at School, 2003

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

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

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/lr/ss>

Common Sense Media: <http://www.commonsensemedia.org>

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



ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>  
U.S. Department of Education: <http://www.ed.gov>  
Policy VISTA DEL MAR UNION SCHOOL DISTRICT  
adopted: August 12, 2015 Gaviota, California

## **Safety Plan Review, Evaluation and Amendment Procedures**

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The Superintendent/Principal or designee shall oversee the development of a comprehensive safety plan. The School Site Council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan. The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: the Superintendent/Principal or designee, one teacher who is a representative of the recognized certificated employee organization, one parent/guardian whose child attends the school, one classified employee, and other members, if desired

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval.

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

By October 15 of each year, the Superintendent/Principal or designee shall notify the California Department of Education if the school has not complied with the requirements of Education Code 32281.

The Plan may be amended at anytime by recommendation of the Superintendent/Principal and approval by the Governing Board. Such amendments should be reviewed by the School Site Council.

**Safety Plan Appendices**

## Emergency Contact Numbers

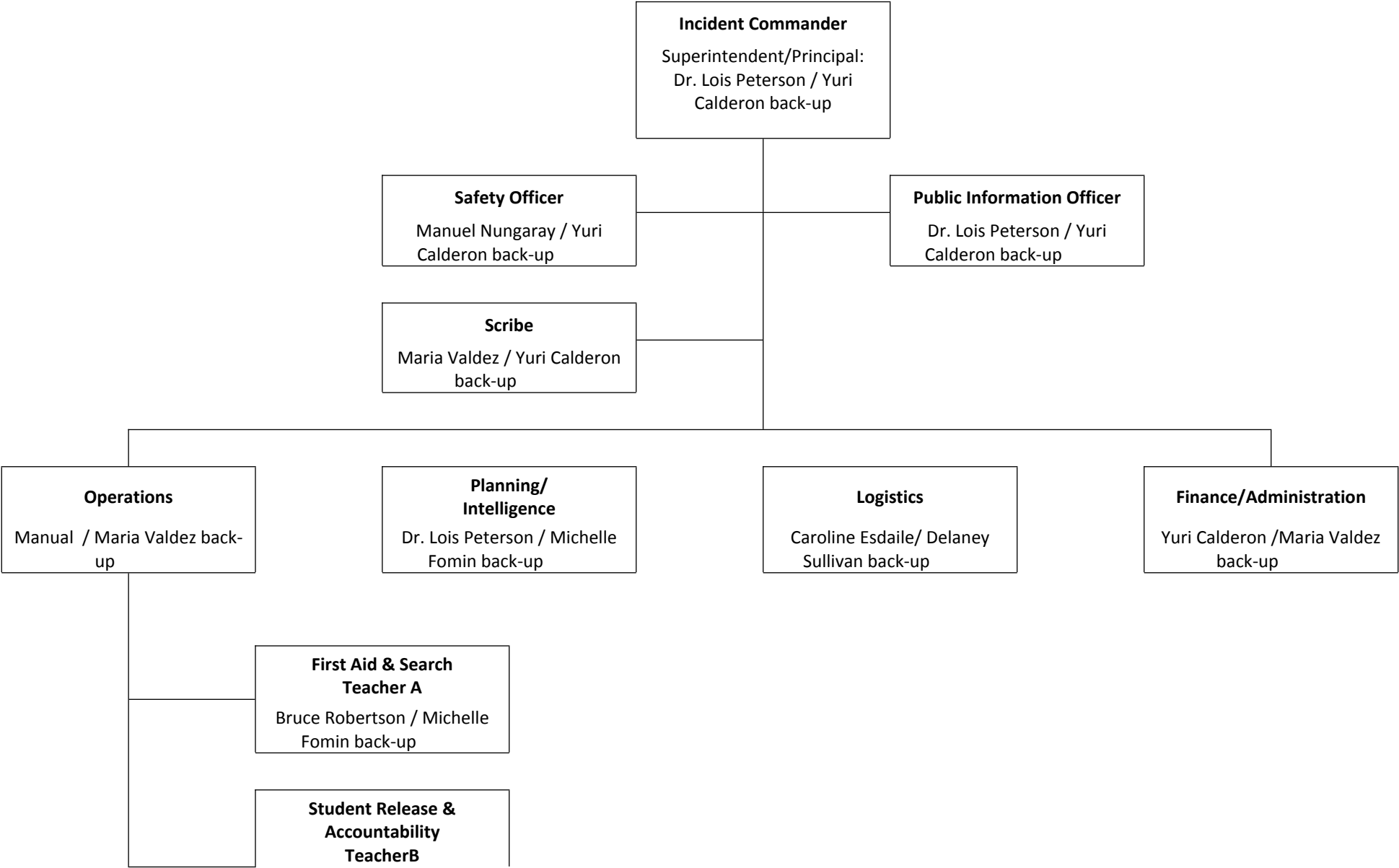
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Sheriff's Office: Goleta Valley Substation	(805) 681-4100	
Law Enforcement/Fire/Paramedic	Fire Department/ Station 38	(805) 681-5518	
Law Enforcement/Fire/Paramedic	CA Parks Dispatch (24-hr.Public Safety Line)	(951) 443-2964	
Emergency Services	Manuel Nungaray: VDMUSD Facilities/Main.	(805) 451-0729	After Hours Fire Dept. Contact #1
School District	Dr. Lois M. Peterson VDMU Supt./Principal	(925) 708-4537	Cell Phone
School District	Maria Valdez VDMU Exec.Assistant	(805) 268-4160	Cell phone
Other	Dion Von Der Lieth Supervising State Parks Peace Officer	(805) 331-8022	Vista Parent, Neighbor
Emergency Services	Child Protective Services	(800) 367-0166	HOTLINE (report abuse)
Emergency Services	Poison Control	(800) 222-1222	
Other	Santa Barbara Animal / Humane Society	(805) 963-1513	Humane Society--(805) 688-8224

### Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Staff meeting - review of safety plan	October 9,2021	Copies of Emergency Binder; Evacuation Maps, etc. / Room 8
Office of Emergency Management Personnel	October 15, 2021	Review of emergency procedures/ Walk through of campus
Governing Board of Trustees Adoption of the Comprehensive Safety Plan	January 13, 2022	Regular meeting of the Governing Board, Zoom

Vista de Las Cruces School Incident Command System



Delaney Sullivan / Cloey Stump  
back-up

## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

### **COMMAND CENTER**

Incident Commander

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs. Communicate with team leaders and custodian.
3. Report condition of pupils/site(s) to MERRAG, County Schools,
4. Secure all pupil records.

Custodial

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.
4. Assists the principal in performing other duties as assigned.

Command Center Team Leader

1. Staff the phones and/or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

Team

1. Coordinates communication of all teams.
2. Relays/receives messages. Determines if additional help is needed.
3. Reports back to Incident Commander.
4. Communicates with outside emergency assistance.
5. Assigns staff to new areas as needed.
6. Keeps a log-times, volunteers, equipment usage

### **OPERATIONS TEAMS**

First Aid Team

1. Takes its direction from the school nurse if she is on-site.
2. Sets up first aid station for the care of injured pupils/personnel in the first aid area (outdoor lunch area).
3. Reports physical condition of pupils/personnel to Incident Commander.
4. Determines need for additional medical help, including hospitalization.
5. Keeps a written record of injury treatment, time of treatment and names of those treated.

Damage/Safety Assessment Team

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Teams A & B conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.
4. Put out small fires with classroom extinguishers.



5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center. 6. Complete inventory of equipment; need for replacement.

#### Search and Rescue Team

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Teams conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.
4. Put out small fires with fire extinguishers located throughout the school.
5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.

#### Emergency Assembly Area Team/Reunification

1. Team leader reports to the Command Center the roll count including the names of missing students for each class. 2. Students are relocated to areas determined as safe and appropriate for long-term shelter.
3. Act as caretakers of the students.
4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.
5. Records times of parent contacts and releases to parents on the classroom Emergency List.

#### Buddy Teachers

1. Take roll. Indicate injured or missing students on Name Tag sheet. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.
2. When leaving classroom, visually check to see if buddy or class next door exits the building.
3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.
4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.
5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center by a runner.

#### All Staff

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.
4. Restore order.
5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keep track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

### Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

### Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

**Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

**Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

#### Medical Emergency

What to do in case of a medical emergency

All Personnel:

1. If the situation is life threatening, dial 9-1-1.
2. Report medical emergencies to the School Principal.
3. Await instructions.

Principal:

1. Ensure that 9-1-1 has been called and report the medical emergency to the District Office.
2. Provide emergency First Aid. Utilize the school nurse if available. Activate the Medical Team if there are multiple casualties.
3. Direct responding emergency personnel to the victim(s).
4. Isolate staff and student from the victim(s).

#### All Emergencies

1. Use common sense. Remain calm. Remember that the safety and well-being of pupils is the first priority.
2. Use extreme caution when entering or leaving buildings.
3. Do not light candles, matches, cigarettes, etc., since there may be leaking gas lines or flammable material present.
4. If the odor of gas is present, report this immediately to the person of authority.
5. Keep pupils away from fallen or damaged electrical wires.
6. Turn on the radio to get official emergency information.
7. Use the telephone only to report emergencies. Leave lines clear for emergency operations.

Definitions: Incidents, Emergencies, Disasters

#### Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources. Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional emergency operations center (EOC) is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

#### Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it. Emergency is also used in SEMS terminology to describe agencies or facilities (e.g., Emergency Response Agency, Emergency Operations Center).

#### Disaster

A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning (e.g., an earthquake or flash flood) or they may develop from one or more incidents (e.g., a major wildfire or hazardous materials discharge). Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a local emergency. Emergency operations centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOC's.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

State of war emergency  
State of emergency  
State of local emergency

**Step Two: Identify the Level of Emergency**

LOCKOUT!, LOCKDOWN! EVACUATE! SHELTER!  
IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.  
LOCKOUT! GET INSIDE. LOCK OUTSIDE DOORS.

**\*STUDENTS**

Return inside  
Business as usual

**\*TEACHER**

Bring everyone indoors  
Lock perimeter doors  
Increase situational awareness  
Business as usual  
Take attendance

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT. (The fire alarm or intercom "Lockdown" will signal a LOCKDOWN)

**\*STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

**TEACHER**

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Take attendance

EVACUATE! TO ANNOUNCED LOCATION.

**\*STUDENTS**

Bring your phone  
Leave your stuff behind  
Follow instructions

**\*TEACHER**

Lead evacuation to location  
Take attendance  
Notify if missing, extra or injured students

SHELTER! HAZARD AND SAFETY STRATEGY. (Earthquake)

**\*STUDENTS**

Evacuate to shelter area  
Seal the room  
Drop, cover and hold

Get to high ground

\*TEACHER

Lead safety strategy

Take attendance

### **Step Three: Determine the Immediate Response Action**

Levels of Response

Response levels are used to describe the type of event: the area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the school district. Response levels are closely tied to emergency proclamations issued by the head of local government.

Response Level 0 - Readiness and Routine Phase

On-going routine response by the school district to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident (e.g., gas leak, sewer back-up, assault, bomb threat, toxic spill, medical emergency, shooting) occurs. A Level 3 response requires school/site coordinators to implement guidelines contained within this document and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with authorities. The affected cities and the County of Santa Barbara will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Santa Barbara will proclaim a local emergency. Then, the State of Cali When local jurisdictions declare a state of emergency, the district board can declare the same.

### **Step Four: Communicate the Appropriate Response Action**

Response Phase

The response phase is the time when agencies implement previously prepared plans.

Pre-Impact:

Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOC's may be activated and evacuation may begin.

Immediate Impact:

The emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident command posts and EOC's may be activated and emergency instructions may be issued.

Sustained:

As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase:

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

#### **FALLEN AIRCRAFT CRASH**

What to do if an aircraft crashes on or near the school.

#### **1. DEFINITION/DESCRIPTION**

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

#### **2. IMMEDIATE ACTION**

##### **Principal**

- a) Determine which Action, if any, should be implemented. Call 9-1-1 to report the crash. Determine, if possible, whether aircraft is military, commercial or private.
- b) Perform a quick assessment of the situation and determine if immediate evacuation is necessary. If the Superintendent/Principal issues an "Evacuate Building" action, the students will evacuate the building using prescribed routes or other safe routes to the assembly area. The Superintendent/Principal will initiate an offsite evacuation, if it is unsafe to remain on campus.
- c) Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- d) Establish a Command Post. Minimum Incident Command System Activation recommended:
- e) As the Incident Commander, begin a comprehensive assessment of the situation and directing resources until emergency response personnel arrive.
- f) Upon arrival of emergency responders, form a unified command with them and direct your resources accordingly.

##### **Superintendent/Principal's Secretary**

- a) Respond to calls.
- b) Assist superintendent/principal as needed.
- c) Refer all members of the press to the Emergency Operations Center.

##### **Teachers**

- a) Follow superintendent/principal's direction as to appropriate Action.
- b) Determine if your class is in immediate danger. Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from possible explosion and/or fire.
- d) If the class is in danger evacuate your class to a safe location, otherwise stay in your room.
- e) If you evacuate, take roll and document absent and/or missing students on class attendance sheet.
- f) Move your class to the designated Assembly Area, as directed, once it has been established.
- g) Activate the Buddy System and either remain in Assembly Area to supervise students or report to the Command Post for assignment.
- h) Wait for further instructions.

#### **3. FOLLOW UP ACTION**

##### **superintendent/Principal**

- a) Provide up-to-date information to staff and students as it becomes available and arrange school site meeting to make assignments and determine plan.
- b) Coordinate activities of school site team.
- c) Maintain contact with District Emergency Operations Center and Superintendent's office.
- d) Arrange after school staff meeting to debrief and clarify events.

##### **Teachers**

- a) Read bulletins/announcements as provided by superintendent/principal.

- b) Return to normal instructional activities as soon as possible.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Identify and refer for counseling students who may be at risk.

## **Animal Disturbance**

### Animal Disturbance

1. Definition: An animal that appears on or near campus and may cause harm or injury.

#### 2. Immediate Action

1. The Superintendent/Principal (or designee) will initiate an appropriate Immediate Response Action, which may include Lockdown or Evacuation.
2. Staff members attempt to isolate animal from students and staff, if is safe to do so. If animal is inside, students remain outside away from animal.
3. For outside assistance, Superintendent/Principal (or designee) is to call 911. If situation is not life-threatening, please refer to emergency contacts page for assistance.
4. Superintendent/Principal (or designee) will initiate Off-Site Evacuation if necessary.

#### Lock-Out - Shelter in Place

A Lock-Out may be directed if there should be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors.

Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site and “shelter-in-place” procedures apply.

The following steps should be followed when instructed or when an alerting system triggers a shelter-in-place:

**Shelter-Go** inside the nearest building or classroom, remain there and lock the door. You are looking for enclosed protection from the outside.

Teachers should quickly check halls and get students into classrooms.

Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or public safety responders.

**Shut-Close** all doors and windows.

The tighter and more complete the seal the better.

Close as many windows and doors between the outside and your shelter-in-place room as possible.

**Roster-Teachers** and staff shall immediately account for all students in their respective class or under their supervision.

Teachers and staff shall use the roster for accounting for students.

**Listen-Remain** quiet to hear critical instructions from school officials.

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

Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

## **Black Bear Information**

### Bear Encounters

Once a bear has noticed you and is paying attention to you, additional strategies can help prevent the situation from escalating.

- Identify yourself by talking calmly so the bear knows you are a human and not a prey animal. Remain still; stand your ground but slowly wave your arms. Help the bear recognize you as a human. It may come closer or stand on its hind legs to get a better look or smell.

A standing bear is usually curious, not threatening.



- Stay calm and remember that most bears do not want to attack you; they usually just want to be left alone. Bears may bluff their way out of an encounter by charging and then turning away at the last second. Bears may also react defensively by wooing, yawning, salivating, growling, snapping their jaws, and laying their ears back. Continue to talk to the bear in low tones; this will help you stay calmer, and it won't be threatening to the bear. A scream or sudden movement may trigger an attack. Never imitate bear sounds or make a high-pitched squeal.
- Pick up small children immediately.
- Travel in groups. Groups of people are usually noisier and smellier than a single person. Therefore, bears often become aware of groups of people at greater distances, and because of their cumulative size, groups are also intimidating to bears.
- Make yourselves look as large as possible (for example, move to higher ground).
- Do NOT allow the bear access to your food. Getting your food will only encourage the bear and make the problem worse for others.
- If the bear is stationary, move away slowly and sideways; this allows you to keep an eye on the bear and avoid tripping. Moving sideways is also non-threatening to bears. Do NOT run, but if the bear follows, stop and hold your ground. Bears can run as fast as a racehorse both uphill and down. Like dogs, they will chase seeing animals. Do NOT climb a tree. Both grizzlies and black bears can climb trees.
- Leave the area or take a detour. If this is impossible, wait until the bear moves away. Always leave the bear an escape route.
- Be especially cautious if you see a female with cubs; never place yourself between a mother and her cub, and never attempt to approach them. The chances of an attack escalate greatly if she perceives you as a danger to her cubs.

### **Armed Assault on Campus**

#### **CAMPUS DISRUPTION/INTRUDERS ON CAMPUS**

1. Definition: A campus disruption that may include an armed assault on campus, a threatening phone call or a visual presence with an intruder on campus or a missing child/abduction.

#### **2. Immediate Action with INTRUDER ON CAMPUS**

a) Follow A.L.E.R.T. lockdown procedures.

#### **3. Immediate Action with MISSING CHILD/ABDUCTION**

Assess the situation to determine if the child was abducted or merely has not returned home from school.

#### **MISSING CHILD**

##### **STEPS:**

- Search environment.
- Interview children, teacher, and parent for details of clothing/details/common friends.
- Notify parent unless parent initiates.
- Continue to communicate with parents/tell when you will call them back.
- Call Superintendent/t Principal.
- Call Sheriff/Police as needed.
- Document all actions taken.

#### **ABDUCTION**

##### **STEPS:**

- Interview teacher and students.
- Get description of child's clothing, etc., that day.
- Check custody, restraining order issues.
- Notify parent.
- Call Sheriff/ Police Dept. Have the following available:
- Emergency card information.
- Photo of child.
- Teacher availability to identify specifics.
- Notify neighboring schools and all administration of abduction (phone/e-mail notice).

- Relinquish authority and support law officials.

#### 4. Immediate Action with THREATENING PHONE CALL

For threatening phone call procedures, refer to Threatening Phone Call Form on next page.

##### THREATENING PHONE CALL FORM

Time call received \_\_\_\_\_

Time caller hung up \_\_\_\_\_

Try to get another person on the line and record the conversation. Exact words of person placing call: \_\_\_\_\_  
\_\_\_\_\_

Questions to ask if not already covered by the caller's statement; record exact words:

1. What is your name? (He/she may inadvertently give it.) \_\_\_\_\_

2. What are you going to do? \_\_\_\_\_

3. What will prevent you from doing this? \_\_\_\_\_

4. Why are you doing this? \_\_\_\_\_

5. When are you doing this? \_\_\_\_\_

6. Where is the device right now? (Use exact words used by the caller.)  
\_\_\_\_\_

7. What kind of device or material is it? \_\_\_\_\_

8. What does it look like? \_\_\_\_\_  
\_\_\_\_\_

##### Person Receiving the Call:

Department \_\_\_\_\_

Dept. Phone # \_\_\_\_\_

Home Add.: \_\_\_\_\_

Home Ph. # \_\_\_\_\_

Date \_\_\_\_\_

##### Person Monitoring the Call:

Department \_\_\_\_\_

Dept. Phone # \_\_\_\_\_

Home Add.: \_\_\_\_\_

Home Ph. # \_\_\_\_\_

Date \_\_\_\_\_

##### Description of Caller's Voice:

\_\_\_ Male

\_\_\_ Female

\_\_\_ Young

\_\_\_ Middle Aged

\_\_\_ Old

Voice Characteristics \_\_\_\_\_

Accent \_\_\_\_\_

Background Sounds \_\_\_\_\_

Is voice familiar? \_\_\_\_\_  
If so, who did it sound like ? \_\_\_\_\_  
\_\_\_\_\_

Remarks:

## **Biological or Chemical Release**

### **BIOLOGICAL OR CHEMICAL ACCIDENT**

#### **1. DEFINITION/DESCRIPTION**

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases, or toxic liquids. This type of accident will likely be reported by an outside source, unless the accident has occurred immediately adjacent to the school site.

#### **2. IMMEDIATE ACTION**

Superintendent/Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with District Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Green card is all students are present. Red card students is used to report student(s) absent.
- d) Notify superintendent/principal of any problems in/around area
- e) Notify superintendent/principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction, and proximity to building.
- b) Report findings to superintendent/principal.
- c) Be prepared to direct fire/police department to spill site.
- d) Assist in spill clean-up or containment, as appropriate.

#### **3. FOLLOW UP ACTION**

Superintendent/Principal

- a) Determine, in coordination with Fire Department, whether building(s) are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with District Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Superintendent/Principal's Secretary

- a) Screen all calls. Refer public to District Emergency Operations Center.
- b) Refer media to District Emergency Operations Center.
- c) Prepare necessary bulletins.

#### Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to superintendent/principal's office.
- c) Work with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk. Return to normal instructional activities as soon as possible.

#### Discovering Party of Unidentified Powdery Substance:

1. Upon discovery of any unidentified powdery substance, do not touch, sniff, or taste the substance.
2. Do not attempt to clean up or remove the substance.
3. Cover the powder with whatever you can (paper, clothing, trash can, etc) and do not remove this cover.
4. Leave the room and close the door or otherwise prevent access to the room.
5. Wash your hands with soap and hot water.
6. Report the discovery to the Principal.
7. Remove any contaminated clothing from your person as soon as possible and place inside plastic bags.

#### Superintendent/Principal:

1. Upon knowledge of a biological or chemical weapons assault at school ensure that 9-1-1 has been dialed. Establish a Command Post and report the incident to the District Office.
2. Ensure that an evacuation of the immediate area has been conducted and that the area is isolated and cannot be entered.
3. Direct custodian to ensure that HVAC system is shut down.
4. Make a list of all the people who were in the room or area of the substance and provide this list to the emergency response agencies investigating the incident.
5. Ensure that everyone who may have had contact with the powder washes his/her hands and removes contaminated clothing as soon as possible. Contaminated clothing should be placed in plastic bags.
6. Minimum Incident Command System Activation recommended:
7. Ensure that all students and staff have been accounted for.

#### All Personnel:

1. Do not panic. Remain calm and follow instructions.
2. Do not turn on any air conditioner/heater or fan.
3. Evacuate when instructed to do so. Take Roll Book and pen and pencils. Use pre-planned evacuation routes (refer to Facility Map), if safe to do so, otherwise use the safest route.
4. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Team Leader.

#### Biological/Chemical Weapons Assault

##### Agent Delivered via Dispersion Device that is Indoors or the school's HVAC System

#### Superintendent/Principal:

1. Upon knowledge of a biological or chemical weapons assault that is conducted by dispersing biological/chemical agents via dispersion device that is indoors or the school's HVAC system direct a full evacuation to the school's normal outdoor evacuation area.
2. Direct custodian to ensure that HVAC system is shut down.
3. Call 9-1-1 to report the incident.
4. Follow normal evacuation procedures.
5. Follow instructions of emergency response agencies. Minimum Incident Command System Activation.
6. Ensure that all students and staff have been accounted for.

#### All Personnel:

1. Do not panic. Remain calm and follow instructions.
2. Evacuate classroom to normal outdoor evacuation assembly area. Ensure that all windows and doors are closed while evacuating.
3. Take Roll Book and pen and pencils. Ensure that all students have been accounted for.
4. Use pre-planned evacuation routes.
5. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Unit Leader.

6. Immediately report any injuries or illnesses to your supervisor or officers of emergency response agencies.

#### Chemical or Hazardous Materials Incident

##### What to do in case of a Hazardous Materials Incident

##### Superintendent/Principal:

1. In the event that a hazardous material is released in the area of the school, local law enforcement and/or fire department will determine if an evacuation of the school is necessary. If an evacuation of the school is necessary, you will be instructed where to go and which routes to take.
2. Establish and maintain communication with law enforcement and/or fire department and the District's Emergency Operations Center. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Logistics Section.
3. If an evacuation to another location is imminent, prepare to move students and staff to the designated shelter utilizing available resources.
4. Until ordered to evacuate assume that a "shelter-in-place" strategy will be employed and do the following:
  - ? Direct that all students and staff remain indoors until it is safe.
  - ? Direct that all heating-ventilation and cooling units are shut down.
  - ? Direct that all windows be shut.

##### Teachers:

1. Upon notification that a hazardous materials incident has affected the school, keep calm while preparing for an evacuation to another location, if directed.
2. Keep students calm.
3. Close all classroom doors and windows.
4. Ensure that the heating-ventilation and cooling system is shut down.
5. Unless otherwise instructed, assume that a "shelter-in-place" strategy is being utilized. Keep all students indoors until it is determined to be safe.

#### **Bomb Threat/ Threat Of violence**

##### **BOMB THREAT**

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

##### Procedures

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent/Principal or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.
  2. Any student or employee seeing a suspicious package shall promptly notify the Superintendent/Principal or designee.
  3. The Superintendent/Principal or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.
  4. The Superintendent/Principal or designee shall turn off any two-way radio equipment which is located in a threatened building. Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device. Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the Superintendent/Principal or designee that reentry is safe.
- Any student who makes a bomb threat shall be subject to disciplinary procedures.

##### Bomb Threats

1. Evacuate buildings according to fire drill plans

2. The Incident Commander contacts the Sheriff's Department.

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3. Staff and students remain clear of the buildings until local authorities determine the next step.

### 1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

### 2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: "I'm sorry, I did not understand you. What did you say?"
- b) Use Bomb Threat Checklist (see form at the end of this "Bomb Threat" section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal or Site Safety Coordinator.

All Office Personnel

Immediately search your work area for foreign or suspicious objects, packages, or strange objects. If one is found, DO NOT TOUCH OR MOVE IT!!

### IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the superintendent/principal immediately upon identification.

Superintendent/Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e., runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Sheriff/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Green card is used to communicate all students are present. Red card is used to report student(s) who are absent.
- d) Notify superintendent/principal of any problems in/around area.
- e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the superintendent/principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the superintendent/principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker, or restroom.

### 3. FOLLOW UP ACTION

Superintendent/Principal

- a) Determine, in coordination with custodian and Fire Department, whether buildings is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with District Emergency Operations Center to put messages on Parent Square, TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Superintendent/Principal's Secretary

- a) Screen all calls. Refer calls to District Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by Superintendent/Principal.
- b) Refer all media to superintendent/principal's office.
- c) Work with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Nuclear Attack

Follow procedures outlined under "Earthquakes" with the exception of leaving the building. If buildings remain intact, remain inside until further directions are given. It is important to remain in a protective position through both the explosion, heat wave (5-15 seconds after the explosion) and blast wave (15-60 seconds after the explosion).



### ATF BOMB THREAT CHECKLIST

Exact time of call \_\_\_\_\_

Exact words of caller \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### Voice Description (Check)

- |                                |   |
|--------------------------------|---|
| <input type="checkbox"/> Male  | <input type="checkbox"/> Female                                   |
| <input type="checkbox"/> Calm  | <input type="checkbox"/> Nervous                                  |
| <input type="checkbox"/> Young | <input type="checkbox"/> Old <input type="checkbox"/> Middle-Aged |
| <input type="checkbox"/> Rough | <input type="checkbox"/> Refined                                  |

#### Questions to Ask:

1. When is the bomb going to explode? \_\_\_\_\_  
 \_\_\_\_\_

2. Where is the bomb? \_\_\_\_\_  
 \_\_\_\_\_

3. What does it look like? \_\_\_\_\_  
 \_\_\_\_\_

4. What kind of bomb is it? \_\_\_\_\_  
 \_\_\_\_\_

5. What will cause it to explode? \_\_\_\_\_  
 \_\_\_\_\_

6. Did you place the bomb? \_\_\_\_\_  
 \_\_\_\_\_

7. Why? \_\_\_\_\_  
 \_\_\_\_\_

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

9. What is your address? \_\_\_\_\_  
 \_\_\_\_\_

10. What is your name? \_\_\_\_\_  
 \_\_\_\_\_

Accent ☐ Yes    ☐ No

Describe \_\_\_\_\_

Speech Impediment ☐ Yes    ☐ No

Describe \_\_\_\_\_

Unusual Phrases \_\_\_\_\_

Recognize Voice? If so, who do you think it was? \_\_\_\_\_

#### Background Noise (Check)

- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> Music    | <input type="checkbox"/> Running Motor |
| <input type="checkbox"/> Traffic  | (Type) _____                           |
| <input type="checkbox"/> Horns    | <input type="checkbox"/> Whistles      |
| <input type="checkbox"/> Bells    | <input type="checkbox"/> Machinery     |
| <input type="checkbox"/> Aircraft | <input type="checkbox"/> Tape Recorder |
| <input type="checkbox"/> TV       | <input type="checkbox"/> Other _____   |

#### Additional Information

A. Did caller indicate knowledge of the facility? If so, how? In what way? \_\_\_\_\_  
 \_\_\_\_\_

B. What line did call come in on? \_\_\_\_\_  
 \_\_\_\_\_

C. Is number listed? ☐ Yes    ☐ No  
 Private Number? Whose? \_\_\_\_\_

Person receiving call: \_\_\_\_\_

Telephone no. call received at: \_\_\_\_\_

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

Reported call immediately to: \_\_\_\_\_  
 \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

#### Caller's Voice (Circle)

- |          |           |          |
|----------|-----------|----------|
| Calm     | Disguised | Nasal    |
| Angry    | Broken    | Stutter  |
| Slurred  | Slow      | Sincere  |
| Lisp     | Rapid     | Giggling |
| Deep     | Normal    | Crying   |
| Squeaky  | Excited   | Accent   |
| Stressed | Loud      |          |



## EFFECTIVE PRACTICES IN BUS TRANSIT SAFETY

# EMERGENCY RESPONSE

During an emergency, transit agency employees may be responsible for managing incidents, assessing situations, and taking appropriate actions. Crisis management is stressful, so transit agency staff not only need clear procedures to follow, but also training and practice on how to carry out those procedures. From considering emergency response in vehicle and equipment purchasing to exploring new ways to prepare transit personnel for emergencies, there are many opportunities for transit agencies to enhance their ability to respond effectively to any emergency they may face.

In this guide, we discuss some of the most common voluntary recommendations the Federal Transit Administration (FTA) Bus Safety Program has made to bus transit agencies to improve their response to emergencies. These recommendations are intended to help transit agencies reduce safety risk. We also provide examples of effective emergency response practices that transit agencies can adopt to implement the recommendations.

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**Require Incident Command System training** pg. 8

### WHO ARE WE?

The FTA Bus Safety Program provides technical assistance to the bus transit community to advance improvements in bus safety and support implementation of Safety Management Systems. Through this program, FTA develops relevant guidance materials and tools, and collaborates with industry groups to improve coordination of bus safety efforts. Since 2007, FTA completed over 60 voluntary onsite bus safety reviews at transit agencies of varying sizes and conducted seminars and outreach efforts across the country. This guide contains key safety recommendations based on this experience and examples of effective practices that transit agencies have adopted to improve bus safety.

For more information, please visit the FTA Bus Safety Program website at <https://www.transit.dot.gov/regulations-and-guidance/safety/bus-safety-program> or email us at [FTASafetyStakeholder@dot.gov](mailto:FTASafetyStakeholder@dot.gov).



U.S. Department of Transportation  
Federal Transit Administration

**AUGUST 2018**

## 1. DOCUMENT EMERGENCY RESPONSE PROCEDURES

**Recommendation:** Develop, formalize, or expand emergency response procedures and train all appropriate staff on the procedures.

When an emergency occurs, dispatchers, supervisors, and bus operators (also known as drivers) often need to react without hesitation to protect life, equipment, and facilities. They can only do this if they are aware of the transit agency's emergency response procedures, were trained on how to carry them out, and can easily access documentation of the procedures when needed.

Procedures for safety events that occur daily, weekly, or even monthly stay in the forefront of every transit employee's mind. However, when a less common event occurs, transit staff must be just as prepared to respond in a calm, effective, and timely manner. Documented procedures and readily-available checklists help direct and guide bus operators, dispatchers, mechanics, and supervisors on how to respond to different kinds of emergency events. Also, procedures and checklists aid in reducing confusion and creating consistency in supervisor and dispatcher responses to bus operators and other staff during emergencies.

Periodic training on emergency response procedures is critical for transit employees to respond effectively to emergencies. Ideally, this training is a combination of classroom-setting orientations on emergency procedures and on-vehicle, hands-on demonstrations of emergency response skills. All training, including hands-on training should be documented with trainer and trainee signatures and the dates the training occurred.

Bus operators, supervisors, and dispatchers all need to be trained. Bus operators are the first responders to an emergency on their vehicle. Dispatchers may have to direct bus operators in emergency response activities. Supervisors respond to vehicle emergencies and may have to help carry out the emergency procedures, particularly if a bus operator is incapacitated or overwhelmed by the situation on the vehicle.

### EXAMPLES OF EMERGENCY EVENTS THAT RESPONSE PROCEDURES CAN ADDRESS

- Transit vehicle collisions
- Transit vehicle fires
- Transit employee injuries
- Transit passenger falls or injuries
- Transit facility fires
- Transit facility hazardous material release
- Pedestrians struck by transit vehicle
- Dangerous passengers on a transit vehicle
- Dangerous persons in a transit facility
- Dangerous items on a transit vehicle or in a transit facility

## EFFECTIVE PRACTICES

**Post emergency response procedures in dispatch and make them easily accessible to dispatchers.**

Easy-to-use checklists of procedures for various kinds of transit-related emergencies aid dispatchers and make sure that emergency response guidance is consistent throughout the dispatch function. Bomb threat checklists are kept by every phone. An updated binder of emergency procedures is kept within arm's reach of every radio dispatcher. Dispatchers are better prepared to handle emergencies on a moment's notice if they are trained on the procedures and can quickly refer to checklists.

**Post updated emergency call-down lists in dispatch and make them easily accessible to dispatchers.**

Often it is a dispatcher's or supervisor's responsibility to contact employees during a community emergency to help move people out of harm's way. Since these types of emergencies often happen with little warning, up-to-date call-down lists at a dispatcher's fingertips expedite the transit agency's response. Agencies use call-down lists to contact transit leadership, community stakeholders, and request additional employees to participate in the response.

**Establish a plain English emergency verbal code for bus operators and dispatch.**

If a transit agency does not have panic button technology on their buses, it is critical to establish an emergency verbal code. Even if panic button technology exists, the verbal code can play an important backup role. In any case, bus operators could experience a situation on the vehicle where it is not advisable to let a passenger know that dispatch is being contacted. This code means law enforcement is needed on the vehicle, immediately. During such an event, it is important to have a seemingly innocent statement to request help that a passenger cannot interpret and the bus operator and dispatcher understand as an emergency code.



For example, consider a transit agency that does not operate service on Sunday nights. The emergency code this agency chose to use is, "I can't work overtime on Sunday night." When a bus operator calls this in to dispatch, the

dispatcher immediately knows that there is a situation on the vehicle that the bus operator cannot talk about on the radio and law enforcement must be called without delay. Also, passengers will think it is just a regular conversation between the bus operator and dispatcher. Of course, bus operators, supervisors, and dispatchers must be thoroughly trained not only on what the code is, but how to use it and respond to it.

**WHAT IS "FORMAL" TRAINING?**

Formal training is structured, planned, documented, and may be classroom-based or on-the-job.

Informal training occurs "on the fly," is not documented, and is usually less comprehensive than formal training.

**Provide classroom, hands-on, and refresher training on vehicle emergency response procedures.**

Transit staff must be trained to effectively respond under stress to crisis situations, including transit bus fires. Hands-on practice on fire and evacuation procedures, rather than simply discussing procedures in a classroom setting, is critical. There is no substitute for "learning by doing" because practicing procedures helps employees become proficient in using them. Hands-on training also may uncover sources of safety risk that are not addressed through an agency's current procedures.

**Provide formal training for supervisors and dispatchers on how to carry out emergency response procedures.**

In an emergency, supervisors and dispatchers direct bus operator response activities and contact transit leadership and emergency services. Although it is important to have documented procedures for supervisors and dispatchers, this is not enough to help these employees perform effectively under high levels of stress. Formal training on how to carry out emergency procedures helps supervisors and dispatchers perform more effectively in stressful situations.



## 2. IMPROVE EMERGENCY RESPONSE READINESS THROUGH TRANSIT VEHICLE PROCUREMENT

**Recommendation:** During transit vehicle procurement, consider vehicle design and configuration options that can enhance the ability of agency staff to effectively respond to on-vehicle emergencies.

Transit agency emergency response capabilities are directly affected by decisions made about transit vehicle design and configuration. When the emergency response impact of vehicle design and configuration is not fully considered, or when operations experts within the agency are not involved in the transit vehicle procurement process, important opportunities to proactively improve safety are missed.

### EFFECTIVE PRACTICES

**Ensure operations and maintenance employees provide input on vehicle configuration.**

Operations, training, maintenance, and safety employees, such as supervisors, bus operators, and mechanics, directly involved in operating or maintaining equipment can provide valuable feedback on vehicle configuration to aid the vehicle procurement process. Agencies may choose to bring a representative from each position into a procurement committee, or specifically request suggestions from operations and maintenance safety committees. Employees also are asked for feedback on previously implemented bus design changes to see if the changes worked as intended.

**Select a rear emergency door instead of a rear emergency window in body-on-chassis vehicles<sup>1</sup>.**

Because engine compartments are located in the front of body-on-chassis vehicles, the right front door can become useless as an evacuation route during an engine fire event. Also, the configuration of body-on-chassis vehicles most often includes a wheelchair lift located at the right side rear door, blocking the use of that door as an

emergency exit when not deployed. This leaves either a rear emergency window or a rear emergency door as the primary evacuation route.

A rear emergency exit door contributes to a more rapid evacuation than a rear emergency exit window. The bus operator cannot be inside and outside the vehicle simultaneously helping passengers out of a high rear exit window and down to the ground. For passengers with mobility impairments, evacuation through a rear exit window may be impossible. However, with a rear exit door, the bus operator first moves passengers to the rear of the vehicle, as far from the fire as possible, and then helps them down while standing outside the vehicle.



**Use Automatic Vehicle Location and Global Positioning System (AVL/GPS) technology, panic buttons, and other methods to alert and assist emergency responders.**

AVL/GPS technology assists transit operations with monitoring on-time performance and providing real-time estimated times of arrival for passengers. This technology also can be used to track a transit vehicle during a safety or security

<sup>1</sup> Body-on-chassis vehicles, also called "cutaways," are commonly used in rural, demand response, and paratransit services. The vehicles are made of a fiberglass body that is installed onto a heavy truck chassis, such as a 2500 or 3500 model.

event. Panic buttons allow bus operators to covertly notify dispatch of an emergency event. The buttons are installed in the driver compartment within arms-reach of the bus operator and are typically shielded from the passengers' view. Transit agencies also have installed features on some transit vehicles to notify law enforcement and first responders of an event on the bus. For example, bus operators may push a button to change the head sign to display an emergency message or activate a flashing light on the top of the bus to help law enforcement identify the correct vehicle.

**Carefully select the location of wheelchair securements on the vehicle floor.**

Areas for securing mobility devices in a forward position are best located near, but not blocking, one of the principal vehicle exits. To minimize tripping hazards, wheelchair securements and

passenger restraint systems should not obstruct the main aisle. Any type of obstruction in the aisle can hamper passenger evacuation from the vehicle.

**Create space to safely store on-vehicle equipment.**

Safety equipment needs to be readily accessible to the bus operator, but not stored in a way that obstructs the operator's view of the roadway or presents barriers to entering and exiting the vehicle. Storing items in the front right window well of a body-on-chassis vehicle or mounting a radio on the front left "A-post" of a transit bus creates blind spots for the bus operator. Also, improperly stored passenger restraint and wheelchair securement devices can present hazards to passengers in a collision or hard-braking event.

### 3. EQUIP REVENUE VEHICLES WITH SAFETY EQUIPMENT

**Recommendation:** Equip all fixed-route and demand response vehicles with useful safety equipment and develop procedures for using the equipment.

On-board safety equipment can assist bus operators in responding to emergencies, especially if employees are trained on the purpose of the equipment and how to use it. There is no "one size fits all" checklist for the specific equipment an agency should place on their buses. However, one thing all bus operators should do during the pre-trip inspection, no matter the agency, is ensure that all agency-required safety equipment is on board and in optimal condition.

#### EFFECTIVE PRACTICE

**Monitor pre-trip inspections.**

When supervisors or maintenance staff monitor pre-trip activities, bus operators are more likely to follow agency procedures when performing inspections. Properly and effectively carrying out pre-trip inspections helps reduce the possibility of

#### HAS YOUR FIRE EXTINGUISHER BEEN RECALLED?

On November 2, 2017, the Consumer Product Safety Commission issued a recall for over 40 million fire extinguishers with plastic handles manufactured by Kidde. The fire extinguishers can become clogged or require excessive force to discharge and can fail to activate during a fire emergency. In addition, the nozzle can detach with enough force to pose an impact hazard.

Visit <https://www.cpsc.gov/Recalls/2018/Kidde-Recalls-Fire-Extinguishers-with-Plastic-Handles-Due-to-Failure-to-Discharge-and-Nozzle-Detachment-One-Death-Reported> for more information.

revenue service emergencies caused by vehicle failure, and ensures that safety equipment is accessible and in working order if needed.



**Reflective vest** – makes the bus operator more visible when outside the bus assisting a passenger, alongside the road with a disabled vehicle, or in the bus yard.



**Flashlight** – indispensable during hours of darkness to investigate incidents, or for pre-trip inspections in the early morning or post-trip inspections in the late evening.



**Warning triangles** – alert oncoming motorists to a disabled transit vehicle on the road.



**Web cutter** – when located near a bus operator's seat, allows the operator to cut his or her own seat belt before assisting passengers.



**First aid kit** – to help treat minor injuries.



**Bio-hazard kit** – at a minimum, used to contain a spill until the bus can be switched out, properly cleaned, and disinfected.



**Fire extinguisher, fully charged** – type AB or ABC needed to protect the exit and curtail a fire, giving the operator and all bus occupants additional time to evacuate.

#### 4. TRAIN EMPLOYEES HOW TO EVACUATE TRANSIT VEHICLES

**Recommendation:** Ask local fire department personnel to train bus operators on how to use a fire extinguisher and evacuate a vehicle during a fire or fire risk event.

Seconds count when evacuating a transit vehicle in a fire or smoke emergency. Bus fire simulations show that dense smoke can fill a bus in one to two minutes, seriously reducing visibility.<sup>2</sup> Therefore, it is critical for transit agencies to have formally documented fire and

evacuation procedures and provide hands-on training to bus operators and supervisors on how to quickly evacuate passengers from a vehicle.

A common misconception is that bus operators are supposed to use the fire extinguisher to

<sup>2</sup> Braun, E. Center for Fire Research, Institute for Applied Technology. 1975. *Report of Fire Test on an AM General Metro Bus*. Washington: US Department of Commerce, National Bureau of Standards.





immediately put out a fire on a vehicle. In a smoke or fire situation, always evacuate the vehicle first. The fire extinguisher should only be used as needed to clear or maintain a path in an exit area from which passengers evacuate.

Local fire department personnel may be willing to provide hands-on training to bus operators on properly using a fire extinguisher and evacuating passengers during a fire or smoke event.

## EFFECTIVE PRACTICES

**Provide hands-on vehicle fire event emergency evacuation training using fog machines, mannequins, or other simulation tools.**

Incorporating the use of a fog-machine into hands-on emergency evacuation training for bus operators and supervisors provides a realistic “smoke” situation. This helps trainees learn first-hand how to evacuate passengers in a reduced visibility fire risk event. Fog machines can be borrowed or rented, or the local fire department may be able to provide this type of hands-on training. Mannequins specifically developed for use in training exercises simulate the size and weight of a human body and provide hands-on experience in dragging a person from a vehicle, evacuating a passenger from a mobility device, and using proper body mechanics to prevent bus operator injuries.

**Partner with ridership or Americans with Disabilities Act advisory groups for passenger education purposes.**

External organizations or groups often are willing to help educate transit passengers, particularly for paratransit operations. They can provide input on how best to evacuate passengers with access and functional needs with or without assistive devices. Their voluntary assistance also could be used to teach passengers how to self-evacuate from a transit vehicle during an emergency. Partnering with groups to provide demonstrations on how to evacuate your agency’s vehicles assists passengers in becoming familiar with the location of emergency exits and different evacuation techniques. This could be particularly important if the bus operator becomes incapacitated and is not able to assist in an evacuation.

### STAY LOW TO EVACUATE IN A FIRE EVENT

During a fire event, smoke and toxic gases rise and can accumulate at the ceiling of a bus. It’s important that operators consider this when deciding whether and how to safely help passengers evacuate a bus. The strap drag method (figure 1) can leave operators more vulnerable to smoke and toxic gas inhalation. With proper body mechanics in mind, operators should be trained to stay low where the air quality is better during a fire event. Clothing drags (figure 2), low shoulder drags (figure 3), and high shoulder drags (figure 4) are examples of drags that can reduce operator and passenger exposure to smoke and toxic gas.





## 5. REQUIRE INCIDENT COMMAND SYSTEM TRAINING

**Recommendation:** Require operations managers, supervisors, and dispatchers to go through basic NIMS ICS training.

When transit agency staff and equipment are mobilized to respond to a major transit or community-wide emergency, they may have to function in roles defined by the National Incident Management System (NIMS) Incident Command System (ICS). This is often mandatory when interacting with emergency management and first responders, so it is important that key transit employees, such as managers, supervisors, and dispatchers, are trained on incident command. Ideally, bus operators also would receive a basic orientation on how incident command works.



The NIMS provides a consistent national approach for federal, state, local, tribal and territorial governments, the private sector, and nongovernmental organizations to work together to prepare for, mitigate, respond to, and recover from domestic incidents, regardless of cause, size, or complexity.

Based on effective emergency management and incident response practices, the NIMS represents a core set of doctrine, concepts, principles, terminology, and organizational processes that enables effective, efficient, and collaborative incident management. The institutionalization of these elements nationwide through training and exercises helps to mitigate risk by improving preparedness. The Federal Emergency Management Agency (FEMA) leads this effort at the federal level.

Incident after-action reports and the NIMS itself

both emphasize that successful implementation relies on a national incident management training program, including comprehensive NIMS training and standardized personnel qualification. NIMS ICS training helps transit employees become familiar with incident command protocols in order to interact effectively with other members of a community during an incident.

FEMA's ICS-100 course introduces ICS and provides the foundation for higher level ICS training. The ICS-200 course is designed to enable personnel to operate efficiently during an incident or event within the ICS and focuses on the management of single resources. The ICS-700 is for personnel who require a basic understanding of NIMS and prevention, preparedness, mitigation, response, and recovery concepts.

### EFFECTIVE PRACTICES

#### **Include basic ICS courses for new hires.**

Sometimes agencies make basic ICS training part of their new-hire curriculum, ensuring that new employees receive the certification.

#### **Make the requirement for NIMS training and certification a priority.**

There are several options for a transit agency seeking to meet the NIMS compliance requirement. The agency can direct employees to take online courses, attend training conducted by local police or fire and rescue personnel, or bring in outside expertise to teach FEMA courses in the context of transit operations.

#### **ACCESS FEMA NIMS TRAINING AT:**

[HTTPS://WWW.FEMA.GOV/TRAINING-0](https://www.fema.gov/training-0)

## **Disorderly Conduct**

### **CIVIL DISOBEDIENCE/MENACING INDIVIDUALS**

#### **1. DEFINITION/DESCRIPTION**

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

**WARNING:** The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the superintendent/principal or authority in charge, he/she shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

#### **2. IMMEDIATE ACTION**

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

##### **Superintendent/Principal**

- a) Transmit a CIVIL DISOBEDIENCE alert to all staff members.
- b) Call the local law enforcement agencies to provide protection and to handle arrests.
- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
  1. Disturbing the Peace
  2. Trespassing
  3. Loitering Around the School Grounds
- e) The superintendent/principal should make an announcement to the demonstrators similar to the following:  
"I am the superintendent/principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

##### **Teachers**

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules and/or follow clear messaging of A.L.I.C.E. based upon location of the civil disobedience.
- b) Lock classroom doors and/or escape first – break the contact from the danger. Get to a safe place. Make your place safe safer.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Venetian blinds should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the gymnasium.

##### **Custodians**

Lock and secure all exterior doors.

#### **3. FOLLOW UP ACTION**

##### **Superintendent/Principal**

- a) Determine, in coordination with custodian, whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with District Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

##### **Superintendent/Principal's Secretary**

- a) Screen all calls. Refer public to District Emergency Operations Center.
- b) Refer media to District Emergency Operations Center.
- c) Prepare necessary bulletins.

## Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to superintendent/principal's office.
- c) Work with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

## Earthquake

### EARTHQUAKE

#### Warning

Sound and shaking of the earth.

#### 1. DEFINITION/DESCRIPTION

Earthquakes usually strike without warning. In most parts of California, the initial earth shock is the most severe, and subsequent shocks are less intense. In a few areas of California there is a historical pattern that indicates subsequent shocks may be more severe than the initial tremor. In areas where this pattern has been noted, it should be considered in determining how long the buildings should remain unoccupied. The following actions, as time permits, will be accomplished:

#### 2. IMMEDIATE ACTION

##### Superintendent/Principal

- a) Request assistance as needed, through channels.
- b) Notify utility companies of any break, or suspected break.
- d) Determine extent of damage to building and whether evacuation routes are clear.
- e) Notify teachers of appropriate action.

##### Inside the Building

###### Action

- a) Give the DUCK, COVER, AND HOLD command.
- b) Avoid glass and falling objects. Move away from windows and out from under suspended light fixtures.

##### When Shaking Stops

- a) Grab Emergency Backpack with emergency folder inside. NOTE: if you are not with your students, go to them.
- b) Exit building with or without fire drill warning bell when it is safe to do so.
- c) Designated teachers check bathrooms. (Ms. Sullivan TK, K and Grade 1 classroom. Ms. Harrison grades 2 and 3 bathroom. don Bruce grades 4 and 5 bathrooms.)
- d) Report to designated area on playground
- e) If buddy class(es) are not at designated area, buddy teacher or teachers should return to aid missing teacher and students. Remaining teacher supervises students.
- f) Open Emergency Backpack. Notify superintendent/principal of students requiring first aid as necessary.
- g). Put on vest. Wear vest so room number is visible to communicator.
- h) Complete Student Accounting Form. Green card is used students are all present. Red card is used to report student(s) absent. Use last class period that students were in class.

##### Inside the Lunchroom

###### Action

- a) Give the DUCK, COVER, AND HOLD command.
- b) When shaking stops, have children walk out the nearest exit.
- c) Students and teachers go to designated room number on the playground and stay until the teacher arrives.
- d) Designated teachers check foyers and bathrooms ( Ms. Sullivan TK, K and Grade 1 classroom. Ms. Harrison grades 2 and 3 bathroom. don Bruce grades 4 and 5 bathrooms.)

- e) If buddy class(es) are not at designated area, buddy teacher or teachers should return to aid missing teacher and students. Remaining teacher supervises students.
- f) Open Emergency Backpack. Notify superintendent/principal of students requiring first aid as necessary.
- g) Put on vest. Wear vest so room number is visible to communicator.
- h) Complete Student Accounting Form.. Green card is used students are all present. Red card is used to report student(s) absent. Use last class period that students were in class.

#### On School Grounds

##### Action

- a) Give DUCK, COVER, AND HOLD command
- b) Move away from buildings, trees, wires, if necessary.
- c) Students and teachers go to designated room number on the playground.
- d) Designated teachers check foyers and bathrooms (Ms. Sullivan TK, K and Grade 1 classroom. Ms. Harrison grades 2 and 3 bathroom. don Bruce grades 4 and 5 bathrooms.)
- e). If buddy class(es) are not at designated area, buddy teacher or teachers should return to aid missing teacher and students. Remaining teacher supervises students.
- f) Open Emergency Backpack. Notify superintendent/principal of students requiring first aid as necessary.
- g) Complete Student Accounting Form. Green card is used students are all present. Red card is used to report student(s) absent. Use last class period that students were in class.

#### Students

- a) The safest place is in the open. Stay there.
- b) Move away from buildings, trees, and exposed wires.
- c) DO NOT RUN!
- d) After the earthquake, if on the way to school, continue to school.
- e) After the earthquake, if on the way home, continue home.

### 3. FOLLOW UP ACTION

#### Superintendent/Principal

- a) Determine whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

#### Superintendent/Principal's Secretary

- a) Screen all calls. Refer public to District Emergency Operations Center.
- b) Refer media to District Emergency Operations Center.
- c) Prepare necessary bulletins.

#### Teachers

- a) Read bulletins/announcements as provided by superintendent/principal.
- b) Refer all media to superintendent/principal's office.
- c) Work with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

### **Explosion or Risk Of Explosion**

#### Explosion

Follow procedures for earthquakes:

All district personnel must make arrangements regarding their own families and home. In an emergency, all personnel are to complete their assigned duties and remain until properly relieved by their site administrator.

In the absence of any one of the following employees, the Incident Commander will designate available personnel to assume his/her duties. The duties of the staff are listed below. Instructional assistants will help in the Student Assembly Area unless assigned elsewhere.

#### EARTHQUAKE EMERGENCY PROCEDURES

##### STEP #1

WHEN YOU HEAR THE SIGNAL OVER THE INTERCOM, OR IN THE EVENT OF AN EARTHQUAKE

WHEREVER YOU ARE EVERYONE DOES THE "DUCK, COVER & HOLD" MANEUVER

REMEMBER:

- Duck, cover, and hold no matter where you are
- Do not stand in doorways
- Get away from glass
- Every step you take increases your chances of getting injured-stay put until shaking stops

##### STEP #2

AFTER THE SHAKING STOPS

EVACUATE STUDENTS TO THE EMERGENCY ASSEMBLY AREA

COMPLETE STUDENT REPORT FORM MAKE SURE YOUR STUDENTS ARE CARED FOR

PROCEED TO THE ASSIGNED AREA, IF DIFFERENT FROM THE EMERGENCY AREA

REMEMBER TO:

- Evaluate the situation carefully
- Stay calm; calm your students
- Select alternate evacuation route if you encounter safety hazards; report these hazards to nearest team leader · Help your students feel comfortable
- Report to your assigned area and begin completion of tasks

##### STEP #3

PROCEED WITH TASK ASSIGNMENTS

COMPLETE ASSIGNMENTS/ASSESS PROGRESS

REPORT FINDINGS TO APPROPRIATE TEAM LEADERS

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RECORD YOUR FINDINGS

STAY CALM, MOVE EFFICIENTLY

WHEN RELIEVED OF ASSIGNMENT,

EVALUATE YOUR ACTIONS

REMEMBER:

- Stay calm
- Know your assignment tasks
- Calm others
- Complete paperwork
- Work together

#### TASKS - ALL STAFF

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.
4. Restore order.
5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keeps track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

1. Initiate school site emergency plans.

2. Inspect pupils/site to determine immediate needs.

Communicate with team leaders and custodian.

3. Report condition of pupils/site(s) to the Assistant Superintendent for Instructional Service Services. 4. Advise the Superintendent/Principal if removal of pupils to an alternate site is necessary. 5. Secure all pupil records.

#### TASKS - CUSTODIAL

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.

4. Assists the principal in performing other duties as assigned.

#### TASKS - Superintendent/Principal Executive Office Assistant

1. Staff the phones and/or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

#### TASKS - OPERATIONS TEAM MEMBERS

1. Assist Executive Office Assistant
2. Coordinate communication among all teams.
3. Relays/receives messages. Determines if additional help is needed.
4. Reports back to Incident Commander.
5. Assists in rescue. Helps transport victims.
6. Communicates with outside emergency assistance.
7. Assigns staff to new areas as needed.
8. Keeps a log - times, volunteers, equipment usage

#### TASKS - FIRST AID TEAM

1. Takes its direction from the school nurse if on-site.
2. Sets up first aid station for the care of injured pupils/personnel in the first aid area (outdoor lunch area).
3. Reports physical condition of pupils/personnel to Incident Commander.
4. Determines need for additional medical help, including hospitalization.
5. Keeps a written record of injury treatment, time of treatment and names of those treated.

#### TASKS - DAMAGE/SAFETY ASSESSMENT TEAMS

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Teams A & B conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.
4. Put out small fires with classroom extinguishers.
5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.
6. Complete inventory of equipment; need for replacement.

#### TASKS - EMERGENCY ASSEMBLY AREA TEAM

1. Receives/relays messages. Designates runners (5th grade students) to go between the assembly area and the parent unification area (Parent Communication/Unification Team).
2. Team leader reports to the Command Center the roll count for each class.
3. Act as caretakers of the students.
4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.

#### TASKS - PARENT COMMUNICATION/REUNIFICATION TEAM

1. Relays/receives messages. Sends 5th grades students to Emergency Assembly Area when necessary.
2. Designates student escort (parent or volunteer aide) to pick up students that are to be released to parents or other designated adults listed on the Emergency Card.
3. Team leader reports to the Operations Center.

4. Records times of parent contacts and releases to parents in a log (see log and runner forms).

#### TASKS - CAMPUS SECURITY TEAM

1. Routes volunteers.
2. Routes media.
3. Routes Fire and Rescue crews.
4. Reports to Command Center.

#### TASKS - BUDDY TEACHERS

1. Take roll. Indicate injured or missing students on Student Form. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.
2. When leaving classroom, visually check to see if buddy or class next door exit the building.
3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.
4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.
5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center.

### **Fire in Surrounding Area**

#### Fire in Surrounding Area

##### Wildfire Procedures

Administration staff will initiate this plan upon notification or observation of a wildfire in the Vista Del Mar Union School District area that is a possible threat to the school.

Begin emergency procedures:

- Establish a command center in the office
- During class time: Notify classrooms through intercom to Lock-Out
- (If there is no electrical power, office staff will go directly to classrooms.)
- During recess: set off the fire alarm for students and staff to lockdown and wait for announcement to "Evacuate to the Assembly Area."
- Staff members begin wildfire plan responsibilities

#### CLASSROOM PROCEDURES FOR WILDFIRE

- Students/staff return to regular classroom.
- Students in music, library, reading, SDC, RSP, speech, gym return to classrooms.

Steps for students with breathing problems or asthma

1. comfort/reassure/relax – maintain in sitting position.
2. locate inhaler
3. administer medication as needed
4. call 911 if breathing problem increases

#### Evacuation from School

If notified to evacuate by local authorities, the Superintendent/Principal will notify the staff to evacuate to relocation center. District busses may be available to transport students and staff.

Otherwise, teachers, staff, and available parents will drive students to the evacuation site.

All staff take their emergency backpack and binder. Students should wear name tags.

Once evacuation procedures begin, all students must be transported to the evacuation site. Students cannot be taken directly home. At the evacuation site, classes will reassemble in a designated area and the student release system will start again. Manuel Nungaray conduct sweep of all buildings and secure school.

#### Wildfire:

In the event of wildfire in the vicinity of Vista de Las Cruces School, the school staff and students will initiate the following procedures:

The superintendent/principal will establish an emergency command center in the Office. All communication systems will be initiated – on site walkie-talkie system.

Evacuation procedures/materials will be readied and on stand-by.

Local media will be monitored.

Staff and students will be notified to take “shelter-in-place.” “Shelter-in-place” requires students and staff to remain indoors with windows and doors closed. All students working with specialists will return to their assigned classrooms.

Students and staff working in the portable classrooms will move to another location in the school. Students will not be excused to restrooms without adult escort.

Parents coming on campus to pick up students will go directly to their children’s classrooms.

Students will be released to parents at the students’ classrooms.

Teachers will sign-out each student on the Emergency Release Form. Students will be released only to adults listed on the students’ Emergency Release Cards.

Vista De Las Cruces School WILL EVACUATE THE SCHOOL ONLY IF DIRECTED BY LOCAL AUTHORITIES. In most cases, the Santa Barbara Fire Department has advised us to “shelter-in-place,” even if flames are present on the school campus.

Students are considered safer in the protection of the school’s buildings, then evacuating by foot. If advised by the local authorities to evacuate, the Vista de Las Cruces staff will take whatever steps are necessary to evacuate the school using staff vehicles and vans or buses provided by local agencies.

#### Relocation Plans

If students and staff are ordered or advised to evacuate the school by local authorities, the following procedures will be implemented.

The superintendent/principal will communicate the plan to evacuate the school to the staff and identify the relocation site.

Students will stay together with their class and walk to the parking lot. The teachers will record the students’ names and the vehicle they enter.

Students entering vehicles during an all-school evacuation must proceed to the predetermined relocation site.

Students are not to be released to their parents until the students are checked in at the relocation site.

When classes have reached the relocation area, they will be supervised until the all clear to return to campus has been given.

Teachers will take class emergency lists to the relocation site and take attendance.

If the decision is made to release students to their families, emergency release procedures will be in effect. News media will be notified that students are being released to their families and the site location. Students will be released to adults listed on the emergency card only.

Adults taking the students will sign next to the students’ name on the class list.

#### Fire on School Grounds

##### Fire on School Grounds

##### Building Fire

1. At the sound of the intercom signal "Evacuate" students line up at the door and proceed in an orderly, quiet fashion to assembly area on the primary basketball courts. Students are to remain at this location under the supervision of their teachers until further instructions (911 should be called).

2. Teachers insure that all students evacuate the building safely and take attendance. Report any missing students to the incident commander immediately.

##### Discovering Party:

1. Activate nearest accessible manual alarm pull box, or notify the office that there is a fire at (say location). The Office will call the fire department.

2. Clear everyone from the immediate area.

3. Close - but do not lock all doors leading to fire area to isolate the area and prevent spread of fire.

##### Principal:



1. Upon knowledge of fire at school activate alarm signal (bell and verbal) and ensure that 9-1-1 has been dialed. Establish a Command Post and report the fire to the District Office.
2. Supervise the evacuation of staff and students to assembly areas.
3. Direct a subordinate to check all bathrooms and training rooms for staff and students.
4. Ensure that the disabled are assisted in the evacuation.
5. Minimum Incident Command System Activation recommended: Assembly Team, Operations Section, and Hazard Control Team. Refer to Section 4. You are now the Incident Commander.

**All Personnel:**

1. Do not panic. Remain calm and listen to instructions.
2. Do not open hot doors. Before opening any door, touch it near the top to see if it is hot. Do not break windows - Oxygen feeds fires.
3. Evacuate when instructed to do so. Take Roll Book and pen and pencils. Use pre-planned evacuation routes (refer to Facility Map), if safe to do so, otherwise use the safest route.
4. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Team Leader.
5. If the fire is small (no bigger than a desk) use the nearest fire extinguisher to put it out. Only use a fire extinguisher if you have been trained. Do not risk personal safety to put out a fire.

## **Flooding**

### **Flood**

A Debris Flow or Flood may cause the area to be inundated with mud, rocks, vegetation and/or water. This can either cause destruction or isolate the school.

**An Event Happens with Little or No Warning:**

\*Call 911

\*Move students to a safe refuge area: Classrooms and/or auditorium

\*Maintain accountability of students and staff

\*Alert others on your way but do not stop until you are out of harm's way.

\*Be prepared to move if necessary

\*Communicate with parents the status of the school and students via ParentSquare Smart Alert

\*Encourage parents to stay put and stay safe

**An Evacuation Order has been Issued by Authorities During Non-School Hours**

\*Notify parents that school will be closed

\*Secure the school

\*Secure an alternate campus to hold school:

**An Evacuation Order has been Issued by Authorities During School Hours**

\*If the order is issued and does not occur for more than 4 hours, then notify parents to pick up their student \*For students whose parents cannot pick up their student within 2 hours take the student to the alternative pick-up site outside of the Evacuation Order and Warning Area

\*Secure School

If the order is to occur in less than 2 hours, notify parents to pick up their student immediately

For students whose parents cannot pick up their student within 1 hour. Staff will take students to the alternative pick-up site outside of the Evacuation Order and Warning Area

### **Flash Flood**

1. Immediately move children to higher ground.
2. Turn off utilities if instructed.
3. Do not touch electrical equipment if you are wet or standing in water.
4. Do not walk through moving water.

5. Do not drive in flooded areas.
6. Wash hands frequently when exposed to flood water.
7. Throw away any food that has come in contact with flood water.

#### Dry Lightning

1. When the lightning is six miles away.
2. (Flash-to-bang time of 30 seconds or less).
3. Move inside quickly and calmly.
4. Must remain indoors for 30 minutes after each Lightning strike.
5. Administration will monitor local conditions.

#### Teachers:

1. Keep students indoors until it is determined to be safe.
2. Prepare to evacuate students. Evacuate students to pre-designated Assembly Area if an evacuation is ordered.
3. Take roll and document absent and/or missing students on class attendance sheet.
4. Prepare to release students as directed. Note: Do not release any students until you have completed the Student Accounting Form. Prepare to release individual students according to the student release procedures.

### Loss or Failure Of Utilities

#### Utility Failure

What to do in case of a utility failure

#### Shelter in place

Incident commander assess situation

Secure generators, bathroom facilities as needed

Use back up food and water stores as needed

Walkie-talkies used for communication of staff

#### Superintendent/Principal:

1. Assess if utility failure presents a threat to safety, if so contact 9-1-1 immediately.
2. Contact the appropriate utility company if directed.
3. PG & E (800) 743-5002
4. Southern California Gas Company(800) 427-2200
5. Contact Board of Education, Santa Barbara County Office of Education

#### Teachers:

1. Determine if any power lines, sewer lines, water lines, or gas lines are down or ruptured at the school. If so, activate the Incident Command System Hazard Control Team to isolate the area.
2. Determine if an evacuation of classrooms is necessary.
3. Open window shades and use emergency flashlights as necessary.
4. Prepare to relocate your class to your pre-designated Assembly area.

### Motor Vehicle Crash

#### Emergencies on the way TO and FROM School

Instruct students to follow protective procedures outlined under specific emergencies with regard to protective position and safety precautions. If students are on their way to school, they should continue to school; if going home, continue home.

**Pandemic**

The Governing Board of the Vista Del Mar Union School District is committed to providing a safe learning environment for students and staff. In the event of a Pandemic, The District will coordinate with the local Santa Barbara County Department of Public Health (SDCDPH), the State Department of Public Health (CDPH), and the California Department of Education (CDE) to take appropriate remedial actions to ensure the safety of all students and staff.

Vista Del Mar Union School District will cooperate with any and all State and County health orders issued to protect the health and safety of students and staff.

**Psychological Trauma**

Assess staff needs.

Provide Staff with time to debrief before students arrive.

Determine which teachers may need more support in debriefing with students.

Provide staff with resources for coping and recovery.

Create a system to identify students who may need more support.

Spreadsheet about students with loss and heightened risk factors.

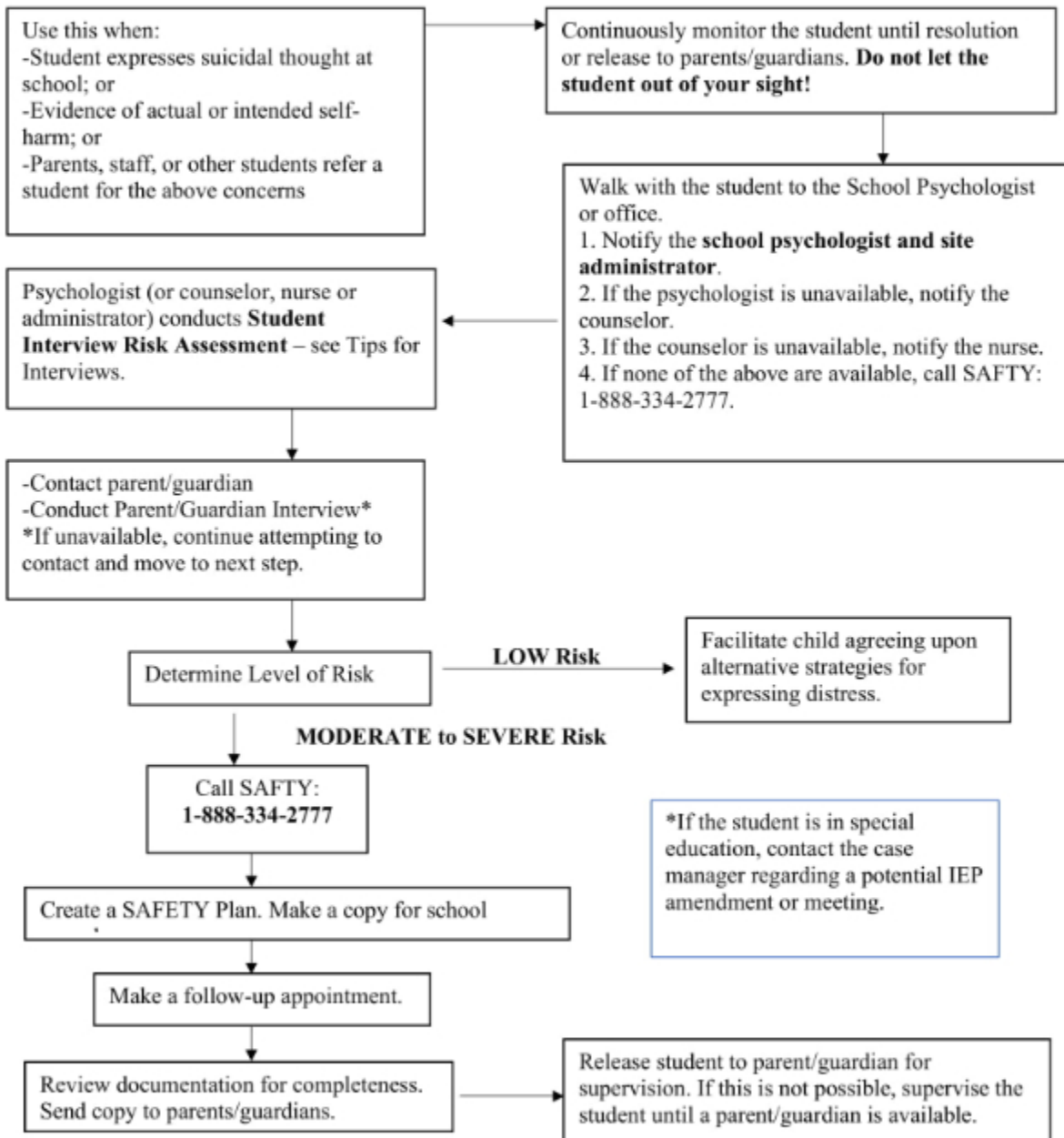
Track absences and connect with families.

Provide on-going opportunities for staff to support each other.

Provide information to families.

Vista Del Mar Union School District  
9467 San Julian Rd, Gaviota CA 93117

**SUICIDE RISK ASSESSMENT: STEP-BY-STEP FLOWCHART**



## **Assessing Risk in Suicidal Students**

It is important to note that this is not an exhaustive list. The Risk Assessment is best completed by qualified counseling personnel that are trained in the appropriate techniques for such an assessment.

### **PART 1: 4 MOST CRITICAL QUESTIONS** to ask students:

1. Has the student thought about suicide (thoughts or threats alone, whether direct or indirect, may indicate LOW risk)?
2. Have they tried to hurt themselves before (previous attempts, repetitive self-injury may indicate MODERATE risk)?
3. Do they have a plan to harm themselves now (the greater the planning, the greater the risk)?
4. What method are they planning to use and do they have access to the means (these questions would indicate HIGH risk)?

### **PART 2: Questions to ask parents, teachers, staff:**

- What warning sign(s) initiated the referral?
- Has the student demonstrated abrupt changes in behaviors?
- What is the current support system that surrounds this child (the more the student feels isolated and alone, the greater the risk)?
- Is there a personal or family history of mental illness (depression, alcohol and/or substance abuse, conduct or anxiety disorder)?

### **PART 3: Determine which level the student is, explore the areas associated with each, complete corresponding actions**

#### LOW RISK (IDEATION)

- Sample student question: Have you ever thought about suicide (harming yourself)?
- Other indicators: current or recent thoughts, signs of depression, direct or indirect threats, sudden changes in personality, friends, behaviors; evidence of self harm in written or art work; dark internet websites and chat
- Actions: Reassure and supervise student, warn parents, assist in connecting with school and community resources, suicide-proof environments, mobilize a support system, develop a safety plan that identifies caring adults, appropriate communication and coping skills and resource numbers
- DOCUMENT all actions

**MODERATE RISK (Current ideation and previous behaviors)**

- Sample student question: Have you ever tried to kill (hurt yourself) before?
- Other indicators: previous attempts, recent mental health hospitalizations, recent trauma (losses or victimization), recent medications for mood disorders, alcohol and substance addiction, running into traffic or jumping from high places, repetitive self injury
- Actions:
  - Supervise students at all times (including restrooms)
  - Notify and hand off student ONLY to:
    - Parent or guardian who commits to seek and immediate mental health assessment
    - Law enforcement
    - Psychiatric mobile responder (i.e., SAFTY)
- DOCUMENT all actions

**HIGH RISK (Current plan and access to method)**

- Sample student question: Do you have a plan to kill (harm) yourself today?
- Other indicators: current plan with method/access, finalizing arrangements, giving away prized possessions or written/mailed good bye notes, refusal to sign safety plan
- Actions:
  - Supervise students at all times (including restrooms)
  - Notify and hand off student ONLY to:
    - Parent or guardian who commits to seek and immediate mental health assessment
    - Law enforcement
    - Psychiatric mobile responder (i.e., SAFTY)
- DOCUMENT all actions
- Prepare a re-entry plan.

\*\* Resource: Lieberman, R., Poland, S. & Cassel, R. (2008). Suicide Intervention. In Thomas A. & Grimes, J., Best Practices in School Psychology V. Bethesda, MD: National Association of School Psychologists

## **Parent Acknowledgement Form – Suicidal Ideations**

*This is a sample form which should be used in the case of student suicidal ideations. This form should be provided to the parent upon conclusion of the meeting with the crisis team. By signing this form, the parent acknowledges that they were informed of the suicidal ideation, given recommendations and that the student is being released to the parent/guardian. A copy of the signed form should be given to the parent upon leaving or mailed that day. Additionally, the original should be kept for administrative records.*

**Parental Contact Acknowledgement Form**

This is to verify that I have spoken with school staff member/s on \_\_\_\_\_ (date), concerning my child's suicidal ideation. I have been advised to seek services of an outside agency immediately.

I understand the importance of treating and monitoring my son/daughter over the next 24 hours. The child is being released to me and I understand his/her safety is my responsibility. I will follow-up with the school within the week.

Parent Signature: \_\_\_\_\_

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

Staff Member Signature: \_\_\_\_\_

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

**Formulario de Contacto de Reconocimiento de Padres**

Esto es para verificar que he hablado con un/unos miembro/s del personal de la escuela el \_\_\_\_\_ (fecha), en relación con la ideación suicida de mi hijo/a. Me han aconsejado que buscara los servicios de una agencia externa de inmediato. Entiendo la importancia del tratamiento y monitoreo de mi hijo/a durante las próximas 24 horas. El niño está siendo liberado a mí y entiendo su seguridad es mi responsabilidad. Me pondré en contacto con la escuela dentro de la semana.

Firma del padre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Firma del miembro personal: \_\_\_\_\_

Fecha: \_\_\_\_\_

**Re-Entry Protocol**

(For Suicide Attempt and/or Psychiatric Hold)

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), the following re-entry procedures should be used:

1. Crisis Team will meet upon learning of the event. Preliminary plan will be crafted and appropriate information will be disseminated to staff as needed.
2. One team member will be designated to be in contact with the family to receive medical updates and alert the team to when the student will potentially be returning.
3. Confirm that the student is mentally stable and ready to begin school again (i.e., Documentation form from a mental health care provider that the student has undergone examination and that they are no longer a danger to self or others. School Mental Health Provider meets with the student individually during re-entry to determine school readiness.)

4. Crisis Team Member and/or admin speak with staff regarding any re-entry information needed (i.e., possible accommodations, support systems in place, etc.)
5. Crisis Team Member speaks with and coordinates a Re-Entry Meeting with the parent, team (and student if appropriate) as needed
6. Crisis Team and family determine a plan for immediate and more long-term care
  - a. School Mental Health Care Provider will periodically check in (at least once the week of returning and bi-weekly for the first month) with the student to help the student re-adjust to the school community and address any concerns
  - b. Outside mental health treatment is coordinated. Release of Information is signed so that the school can coordinate with outside professional if needed.
  - c. Ensure the parents have the number for the mobile crisis response team SAFTY and 911 for use at home should the student attempt again.
7. De-brief with staff the following day or end of the week (as needed) regarding any new or additional needs once the student has been back in school



## **Suspected Contamination of Food or Water**

### **Tactical Responses to Criminal Incidents**

#### **Unlawful Demonstration or Walkout**

In the event of an unlawful demonstration or walkout, teachers and staff will be notified to engage the lock-out procedure and shelter in place.

If the Superintendent/Principal assesses the situation and determines that there is a further safety risk, she may initiate the Lockdown procedure.

#### **Lock-Out - Shelter in Place**

A Lock-Out may be directed if there should be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, unlawful demonstrations, walkouts, mountain lions or a predator in the neighborhood. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site and "shelter-in-place" procedures apply.

The following steps should be followed when instructed or when an alerting system triggers a shelter-in-place:

Shelter-Go inside the nearest building or classroom, remain there and lock the door.

You are looking for enclosed protection from the outside.

Teachers should quickly check halls and get students into classrooms.

Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or public safety responders.

Shut-Close all doors and windows.

The tighter and more complete the seal the better.

Close as many windows and doors between the outside and your shelter-in-place room as possible.

Roster-Teachers and staff shall immediately account for all students in their respective class or under their supervision.

Teachers and staff shall use the roster in for accounting for students.

Listen-Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

**Emergency Evacuation Map**