

Palermo Union Elementary School District

COMPREHENSIVE SCHOOL SAFETY PLAN: 2025-2026

7390 BULLDOG WAY
PALERMO, CA 95968

Table of contents

Contents

SECTION 1: General Information – School Safety	1
Part 1: Comprehensive School Safety Plan Overview.....	1
Part 2: About the School.....	4
Part 3: Training and Emergency Drills.....	4
SECTION 2: Procedures to Ensure Compliance with School Safety Laws.....	6
Part 1: Maintaining a Safe and Orderly Environment.....	6
Part 2: Mandated Reporting of Child Abuse and Homicidal Threats	8
Part 3: Notifying Teachers of Dangerous Pupils	13
Part 4: School Crime Assessment	14
Part 5: School-wide Dress Code Relating to Gang-Related Apparel (EDC 35183), (SP 5132).....	15
Part 6: Safe Ingress and Egress - Safe School Zones: California Penal Code Section 626.....	16
Part 7: Bullying, Discrimination, Intimidation, Harassment, & Hate Crimes	18
Part 8: Opiod Emergencies.....	26
Part 9: Sudden Cardiac Arrest.....	27
Part 10: Reporting and Assessment Procedures.....	27
Part 11: Procedures for Immigration Enforcement Presence.....	30
SECTION 3: Rules and Procedures of School Discipline	31
Part 1: Specific Guidelines	31
SECTION 4: Action Alert Procedures – Classroom Quick Guides	57
General information	57
Notifications.....	57
Accounting for all persons	57
All clear procedures	58
Part 1: Action Alert - EVACUATE	59
Staff Response:	59
Administrative Evacuate Procedures:	60
Part 2: Action Alert - Relocation and Reunification (off-site evacuation)	61
Staff response:	61
Administrative relocation / reunification response	61
Part 3: Action Alert - Shelter.....	64
Administrative shelter procedures:	65

Drop, cover, and hold procedures.....	66
Part 4: Action Alert - Lockdown.....	67
Staff response:	67
Administrative lockdown procedures:.....	68
Part 5: Action Alert - Secure	70
Staff response:	70
Administrative secure procedures	71
Part 6: Action Alert - Stay	72
Staff response:	72
Administrative stay procedures	73
SECTION 5: Incident Command System.....	74
Incident Command Overview	74
Command Team.....	74
First Aid/Medical Team.....	78
Psychological First Aid/Crisis Team.....	80
Search and Rescue Team	80
Security/Utilities Team	82
Supply/Equipment Team	83
Assembly Area Team	84
Request and Reunion Gate Teams.....	85
Fire Suppression/Hazmat Team.....	87
Documentation/Command Post Liaison Position.....	88
SECTION 6: Critical Incident / Disaster Procedures.....	90
Part 1: General Information:	91
When calling 911.....	91
Public Employees as Disaster Service Workers.....	91
Part 2: Accident or Injury (Serious).....	92
Part 3: Active Assailant / Gunfire.....	93
Active assailant (active shooter) general procedures	93
Part 4: Biological/Chemical Weapons.....	98
General Procedures:	98
Part 5: Bomb Threat	101
Incident command steps:	102
Part 6: Civil Disturbance Procedures	105
Part 7: Cyber-Attack (cyber security).....	108

Part 8: Death or Suicide Attempt.....	109
Death on campus	109
Responding to Student Suicide Actions	110
Suicidal Ideation.....	111
Part 9: Earthquake Procedures.....	116
Drop, cover, and hold procedures.....	116
Incident command steps:	117
What to do Before, During, & After an Earthquake	119
Part 10: Explosion, Aircraft Crash, or Similar Incident.....	120
Incident command steps:	121
Part 11: Fire Procedures	123
Fire on School Grounds.....	123
Fire in the Area, Off School Property:.....	124
Part 12: Flood Procedures	127
Part 13: Food or Beverage Contamination Incident.....	131
Part 14: Hazardous Material / Chemical Incident.....	134
Part 15: Mental Health Crisis	134
Psychological.....	134
School Crisis.....	134
Responding to students who self-injure	139
Part 16: Missing Student; Location Unknown	142
Description:	142
Missing Student (definition):.....	142
Incident command steps:	142
Classifying the Level of Risk:.....	142
Critical Missing Criteria:.....	142
Non-Critical Missing Criteria:.....	144
Part 17: Public Health Emergency	147
Part 18: Severe Weather Procedures	149
FOR HEAVY RAINFALL:	149
FOR DAMAGING HAIL:	149
FOR SEVERE WIND OR TORNADO:	150
FOR SEVERE HEAT:	152
Part 19: Suspicious Mail/Packages	155
SECTION 7: Communications	158

Critical Incidents	158
Media protocol	158
Emergency Communication Checklist - PIO	159
SECTION 8: Appendices	160
Appendix A: Legal Requirements.....	160
Appendix B: Evacuation Locations	161
Appendix C: Maps	162
Appendix D: School Incident Command Structure	163
Appendix E: Emergency Notification Matrix.....	164
Addendum: Instructional Continuity Plan (ICP)	165

Safety Planning Committee Members:

Name	Affiliation	Title
Gary Rogers	PUSED	Superintendent
Kristi Napoli	Golden Hills	Principal
Heather Scott	Helen Wilcox	Principal
Kimberly Solano	Palermo	Principal
Anna Johnson	Palermo	Assistant Principal
Andy McCoy	Palermo	Teacher
Chris Sharp	Golden Hills	Teacher
Courtney Fox	Helen Wilcox	Teacher
Frank Maturino	Palermo	Teacher
Terra Ronan	Helen Wilcox	Teacher
Andee Farrar	PUESD	Student Support
Ruthie Anaya	PUESD	CBO
Aimee Maynard	HW	Parent
Jamie Chapman	HW	Parent
Brittany Elam	GH	Parent
Danielle Cottrell	GH	Parent
Heather Rodriguez	PAL	Parent
Elvia Williams	PAL	Parent
Jessica Coon	PUESD	Executive Assistant
Butte County Sheriff's Department: Consultation and Plan Review	With BCOE when developed.	
Cal Fire: Consultation and Plan Review	With BCOE when developed.	

The Palermo Union Elementary School District Safety Planning Committee has reviewed and revised this plan for the following school sites on January 29, 2025 and February 11, 20225 for the 2024-2025 school year.

- Honcut Elementary School: 68 School Street, Oroville, CA; Preschool, K-3
- Helen Wilcox Elem. School: 5737 Autrey Lane, Oroville, CA; Preschool, TK-3
- Golden Hills Elem. School: 2400 Via Canela, Oroville, CA; 4-5
- Palermo School: 7350 Bulldog Way, Palermo, CA; 6-8
- Palermo Community Day School: 7350 Bulldog Way, Palermo, CA; 5-8

SECTION 1: General Information – School Safety

Part 1: Comprehensive School Safety Plan Overview

Commitment to Safety

The Palermo Union Elementary School District (District) is committed to ensuring that students enrolled in our schools, and all employees, attend campuses that are safe and secure. The District believes that a beginning step toward safer schools is the development of a comprehensive school safety plan for every school within the district. Pursuant to state guidelines, the comprehensive school safety plan is to be reviewed on an annual basis and adopted by the Governing Board by March 1st of each year.

A school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The school principal will determine if the comprehensive school safety plan or the school safety plan does or does not meet the student's needs. The principal shall direct the school site council or safety planning committee to make appropriate modifications to the comprehensive school safety plan or school safety plan if necessary.

Consistent with FEMA disaster preparation guidelines, the District has developed a plan for emergencies. This plan includes evacuation procedures for students in our care, communication procedures to keep parents/guardians informed when something happens, and plans to provide care to our students until parents can get to them. We have supplies for basic needs such as drinking water and first aid, and have established working relationships with emergency management officials and first responders.

Background of AB 1747

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 first responder entities in addition to previously identified stakeholders. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and other first responder entities.

The California education code (EDC 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.

Summary of Requirements

Comprehensive School Safety Plans are required under SB 1747, SB 719, and AB 115, and shall contain the following elements:

- Assessment of current status of school crime
- Child abuse reporting procedures
- Disaster procedures
 - Drop procedures for earthquake
 - Procedures for persons with disabilities
 - Procedures to allow a public agency to use school buildings during emergency
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- Hate crime reporting procedures
- School wide dress code policies prohibiting gang attire
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Procedures for conducting tactical responses to criminal incidents, including individuals with guns on campus

During planning, teams are also required to:

- Consult with local law enforcement and fire department
- Consult with other school site councils
- Update the plan as needed, once per year at a minimum

A copy of the Comprehensive School Safety Plan is available for review at 7390 Bulldog Way, Palermo, CA and all school sites.

Safety Plan Purpose

The District's Safety Plan provides an effective method in which to protect the health, safety and well-being of its students, staff, employees and property during a crisis, emergency or disaster. The plan is comprehensive due to the wide variety of known and unknown disasters or emergencies which could occur. While not all crises are addressed, response procedures are easily adaptable to most situations.

Critical incidents can occur at any time, without advance notice or warning, endangering the lives and safety of people at schools and offices. California Government Code, Chapter 8, Division Title 1, sections 3100 and 32101 states: *“All public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law.”* It is paramount that this plan be familiar to all staff and that drills be regularly practiced. The key to any plan’s effectiveness is the ability to apply it.

It is the sincere hope of the District that no major crisis, disaster, or emergency ever occurs. However, if one does, it is intended this plan will help ensure the safety of students and staff in life threatening circumstances.

Credits

This plan contains school public safety content and information determined by the District the Butte County Office of Education to be ‘best practices’ from various sources, including the following:

United States Department of Homeland Security

United States Federal Emergency Management Agency

REMS-TA center for School Safety through the United States Department of Education

California Department of Education

California Office of Emergency Services

County of Los Angeles

County of San Diego

County of San Mateo

County of Contra Costa

County of San Bernardino

Butte County Office of Education

Berkley Unified School District

Los Angeles Unified School District

San Ramon Valley Unified School District

Part 2: About the District's Schools

- Honcut Elementary School: 68 School Street, Oroville, CA; Preschool, K-3
- Helen Wilcox Elem. School: 5737 Autrey Lane, Oroville, CA; Preschool, TK-3
- Golden Hills Elem. School: 2400 Via Canela, Oroville, CA; 4-5
- Palermo School: 7350 Bulldog Way, Palermo, CA; Preschool, 6-8
- Palermo Community Day School: 7350 Bulldog Way, Palermo, CA; 5-8

Questions or concerns regarding any aspect of any school should be directed to the appropriate school administrator listed below:

Heather Scott, Principal of Helen Wilcox Elem. School and Honcut Elem. School; 530-533-7626

Kristi Napoli, Principal of Golden Hills School; 530-532-6000

Kimberly Solano, Principal of Palermo School and Palermo CDS; 530-533-4708

Kimberly Butcher, Director of Preschool Programs; 530-533-4842

Part 3: Training and Emergency Drills

All school sites provide training on this plan to its staff at the beginning of each school year. During this training, staff review the school Action Alerts, choosing appropriate Action Alerts to various emergency incidents and disasters, conducts review of randomly selected emergency events and procedures outlined in this plan, reviews child abuse reporting procedures, and discusses school safety procedures. Administrative staff also review the incident command system as outlined in this plan as well as relocation/reunification procedures for ensuring the safety of our student population and the reunification of families during/after critical incidents. This training is conducted at the beginning of each school year.

All school sites conduct school-wide drills for Fire, Earthquake, and Lockdown. Additional drills may be added throughout the year. We conduct monthly fire drills, wherein we engage the student population and walk through an evacuation to our fire evacuation area. At least one (1) lockdown drill per year is conducted, designed to provide students and staff with knowledge and to create reaction memory in response to one of our Action Alerts. Lockdown drills are designed so as to avoid trauma or triggers, and discussions are calm with controlled responses. The state of California participates in the national campaign "Shakeout" and, as with other drills, mandates earthquake drills be performed each year. All school sites conduct at least one (1) earthquake drill each year. During the drill, mandated techniques such as 'Drop, Cover, & Hold' are taught and practiced. Special accounting for persons with disabilities are also engaged through modified approaches such as 'Lock, Cover, & Hold on' which teach alternatives to the 'Drop, Cover, & Hold' protocols. All drills are designed to better prepare our school community to appropriately respond to various critical incidents and come through them safely.

Community input and involvement is welcome as we work together to provide safer schools for our community.

Armed Assailant Drills - ED Code 32282 (a)(2)(K)

PUESD utilizes the federal Run, Hide, Fight model when preparing for active assailant incidents. Run, Hide, and Fight training is completed with staff through discussions and tabletop exercises. Emergency training with students and staff includes lockdown drills, focusing on:

- Locking doors
- Covering windows
- Identifying safe areas
- Testing communication systems

High-Intensity Drills

PUESD does not conduct high-intensity drills that simulate active assailant incidents. These include:

- Theatrical makeup, blood simulations, or gunshot wound effects
- Actors posing as assailants or victims
- Simulations encouraging physical resistance (e.g., throwing objects, swarming)
- Use of real weapons, blanks, or explosions

Drill Implementation Approach

When designing any drills that prepare for an active assailant incident, PUESD ensures:

- Drills are age-appropriate and developed with guidance from school-based mental health professionals.
- Parents, guardians, teachers, administrators, and staff receive prior notice, including the expected duration of the drill.
- Parents and guardians can opt out.
- Drills are announced immediately before and after completion.
- Notification is sent to parents once the drill concludes.

SECTION 2: Procedures to Ensure Compliance with School Safety Laws

Part 1: Maintaining a Safe and Orderly Environment

It is a priority of the administration and staff at all sites that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, inclusive, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Site administration encourages staff to teach students the meaning of human dignity and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff will encourage and reward success and achievement, participation in community projects, and positive student conduct.

All school sites promote nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations and instill relational skills to be used throughout a lifetime. Staff receives training which implements and supports conflict resolution (California Education Code sections 32230-32239, 35160, 35160.1, 44806).

The District remains in compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

Conduct

PUESD administrators and staff believe 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, while going to or coming from school, while at school activities, or while using District transportation.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with the District's Board Policy 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.
2. Conduct that disrupts the orderly classroom or school environment.

3. Harassment or bullying of students or staff, including, but not limited to, cyber-bullying, Intimidation, 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, in accordance with the section entitled "bullying/cyber-bullying" below. Cyber-bullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a phone, computer, or any wireless communication device. Cyber-bullying also includes accessing another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Damage to, or theft of, property belonging to students, staff, school site or District.
5. Possession or use of a laser pointer, unless used for a valid instructional or other school related purpose, including employment. Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
6. Use of profane, vulgar, or abusive language.
7. Plagiarism or dishonesty on school work or tests.
8. Inappropriate attire.
9. Tardiness or unexcused absence from school.
10. Failure to remain on school premises in accordance with school rules.
11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.

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 for further investigation.

Students who violate school rules may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with the District's Board Policy and Administrative Regulations.

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

Part 2: Mandated Reporting of Child Abuse and Homicidal Threats

Child abuse reporting law (Penal Code section 11166) and administrative regulation requires that any District employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

Protecting students from abuse is a major priority. Each year employee's participate in training that emphasizes child abuse indicators and the procedures to follow when abuse is suspected.

Employees are familiar with Penal Code section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to the Butte County Children's Services by telephone. Employees are aware that a call must be followed within at least 36 hours by a written report to the designated child protective agency. (See 'Reporting Procedures' below)

The determination as to who should be contacted will depend greatly upon the situation at hand. The Butte County Sheriff's Department may dispatch a unit to the school as soon as possible, as a result of the report. Social services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk. If in doubt, it is better to err on the side of caution by calling the Butte County Sheriff's Department (530-538-7321) or dialing 911.

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency is mandated by the State of California Penal Code. In fact, failure to report suspected abuse on the part of school personnel could lead to penalties which might be imposed on those individuals. PUESD board policy is regularly updated to reflect appropriate legislation.

"... any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instances of child abuse to a child protective 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." -California Penal Code section 11166

Child abuse – as defined by law, pursuant to Penal Code 273 and 11165, and for purposes of this regulation includes the following:

- a. Physical abuse resulting in a nonaccidental physical injury.
- b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
- c. Sexual abuse including both sexual assault and sexual exploitation.
- d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.

- e. Severe corporal punishment.

Reasonable suspicion – means that it is objectively reasonable for a person to entertain such 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. (California Penal Code 11166) 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.

Reporting Procedures

1. To report known or suspected child abuse, any employee shall report by telephone to the Butte County Children's Services at 1-800-400-0902. The telephone report must be made immediately, or as soon as practically possible upon suspicion. The verbal report will include:
 - a. The name of the person making the report
 - b. The name of the minor
 - c. The present location of the minor
 - d. The nature and extent of any injury
 - e. Any other information requested by the Butte County Children's Services, including the information that led the mandated reporter to suspect child abuse
 - f. At the time the verbal 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. Within 36 hours of making the telephone report, the mandated reporter will complete and mail a written report to the Butte County Children's Services at 25 County Center Drive, Oroville, CA 95965. The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572). The mandated reporter may request and receive copies of the appropriate form either from the school site, the district office, or directly from the State of California Department of Justice at https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf. Mandated reporters may request assistance from the school site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.
3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Superintendent or designee.
4. Administrators who are notified of suspected child abuse shall provide the mandated reporter with any assistance necessary to ensure that the verbal and written reporting procedures are carried out according to state law and district regulations. If requested by the mandated reporter, the Director may assist in the completion and filing of forms.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six months or by a fine of not more than \$1000, or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Release of Child to a Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the site administrator ***shall not*** notify the parent or guardian as normally required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian. It is the responsibility of the peace officer to notify the parent or guardian of the situation.

*Peace officers will need to sign an appropriate release or transfer of custody form to be kept in the student's confidential file.

Board Policy

BP 5141.4

CHILD ABUSE REPORTING

The Superintendent is committed to supporting the safety and well-being of students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law. Procedures for reporting child abuse shall be included in the comprehensive safety plan. 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 County Superintendent or designee shall provide training regarding the duties of mandated reporters.

Administrative Regulations

AR 5141.4 REGULATIONS REGARDING CHILD REPORTING

Definitions Child abuse or neglect includes the following:

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
3. Neglect of a child
4. Willful harming or injuring of a child or the endangering of the person or health of a child
5. Unlawful corporal punishment or injury

Child abuse or neglect does not include:

1. A mutual affray between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
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
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student
6. Homelessness or classification as an unaccompanied minor

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 day care facility; Head Start teachers; police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program.

Mandated Reporting of Homicidal Threat

Pursuant to Senate Bill 906 in effect as of January 1, 2023, any school employee interacting with students grades 6-12, who observes a threat or perceives a threat that a student is going to “commit a homicidal act related to school or school activity” is to immediately report such threat to law enforcement (49393 EDC).

Any report of homicidal threat must include any evidence associated with the threat. If two or more employees observe the same concerning conduct, it is sufficient that only one report it to law enforcement.

A “threat or perceived threat” is defined by the law as: “any writing or action of a pupil that creates a reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity.” (49390(e) EDC). A threat or perceived threat may be based on a student’s “possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the pupil.” A threat or perceived threat may also be based on “a warning by a parent, pupil, or other individual.”

If law enforcement receives notification of any threat related to a school or school activity, they are to immediately investigate and assess the reported threat, and the LEA must support the investigation. The investigation must include a review of the firearm registry and a search of the school if reasonable suspicion exists (49394 EDC). The search is mandated by law, and the school is mandated to cooperate.

Part 3: Notifying Teachers of Dangerous Pupils

When a school site administrator becomes aware that a student has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, and especially acts of violence, and with the exception of the possession or use of tobacco products, a separate and confidential file shall be created for that student. This information shall be based upon written district records and/or records received from a law enforcement agency. (California Education Code 49079)

When such a student is assigned to a teacher, the site administrator shall provide the teacher with written notification of the existence of information pursuant to EDC 49079, and shall not name or otherwise identify the student. The teacher is asked to review the student's separate and confidential file in the office, at which time the student's identity will be made known confidentially. Teachers are informed that such information is to be kept in strictest confidence and is to disseminate no further, including verbally. This shall apply to all certificated personnel who are likely to come into contact with the student, including the student's homeroom or classroom teachers, special education teachers, coaches, and counselors. (California Education Code 49079, California Welfare and Institutions Code 828.1)

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Director or designee *may* so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. (California Welfare and Institutions Code 828.1)

California Education Code section 49079:

- a) *A school district shall inform the teacher of every student who has caused or who has attempted to cause serious bodily injury to another person, as defined in paragraphs (5) and (6) of subdivision (e) of section 243 of the California Penal Code, to another person. The district shall provide the information to the teacher based on any written records of the district maintains or receives from a law enforcement agency regarding a student described in this section.*
- b) *No school district shall be liable for failure to comply with this section if, in a particular instance, it is demonstrated that the district has made a good-faith effort to notify the teacher.*
- c) *The information provided shall be from the previous three school years.*
- 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 that teacher.*

Part 4: School Crime Assessment

In compliance with SB 187 SP 334, the District will compile statistics pertaining to school crime committed on, or adjacent to, its school campuses. School sites will provide an annual analysis of incidents in the school safety section of its annual Local Control and Accountability Plan (LCAP), which may be found here: palermoschools.org. Information obtained will assist the school site and the District in developing programs to reduce incidents of crime in schools. This assessment may include information obtained from the following sources:

- Office Referrals
- Attendance Rates
- Suspension/Expulsion Data
- California Healthy Kids Survey
- School Improvement Plan
- Local Law Enforcement Juvenile Crime Data
- Property Damage Data

Each year, the school site council reviews this data and outlines plans for improvement in areas where needed.

Part 5: School-wide Dress Code (EDC 35183), (BP 5132)

The Superintendent of Schools holds high expectations for students and believes they will present themselves in an orderly manner conducive to the advancement of education. Their appearance is expected to be neat and acceptable to the general society and in keeping with the activity at the particular program.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

Students

The expression of a student's uniqueness and individuality by means of the student's dress is recognized. Restrictions on freedom of student dress will be imposed whenever the mode of dress in question is:

- Unsafe, either for the student or those around the student
- Disruptive of school operations and the education process in general
- Contrary to law
- Promotes alcohol, drug, or tobacco use
- Promotes violence
- Gang related

No restrictions on freedom of dress and adornment will be imposed which:

- Reflect discrimination as to civil rights
- Enforce particular codes of morality or religious tenets
- Attempt to dictate or adjudicate style or taste.

The Superintendent considers this to be a judgment area of the site administrator. The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on student's gender, sexual orientation, race, ethnicity, household income or body type or size.

Repeated violations or refusal to comply with the dress code may result in disciplinary action.

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status or other protected characteristics.

Part 6: Safe Ingress and Egress - Safe School Zones: California Penal Code Section 626

General Information

The District takes pride in schools and has a mission to provide a safe environment for all students, parents/guardians, school employees. Our schools take measures to assure safe ingress and egress to and from the school for pupils, parents/guardians, and school employees. Safe ingress and egress will be maintained by periodical review of procedures for ingress and egress. Our schools will ensure that all passageways to and from school buildings, corridors within school buildings, and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic.

A Safe School Zone, according to the California Penal Code Section 626, is any area within 1,000 feet of a school and any area within 100 feet of a designated bus stop during regular school hours or within 60 minutes before or after any school-sponsored activity on the campus. Safe school zone laws will be enforced during these times and all suspicious activity will be reported to police.

School sites have developed plans to ensure the safe arrival and departure of students, staff, and visitors. We encourage input from our community and we review these plans on an annual basis. Any problems associated with safe ingress and egress will be addressed immediately. If you have concerns regarding safe ingress and egress, please contact the school site directly.

Signage clearly displaying the school's name and address are prominently displayed to facilitate ease of locating the school, its entrance, and proper ingress/egress not only for parents/guardians, staff, and students, but also for first responders. Room numbers are clearly marked and maintained. Emergency curbs are marked with red paint and parking signage correctly delineates appropriate parking areas for staff and visitors.

The entrance to all school sites is clearly marked and designated as the primary point of ingress and egress. Directional signage indicates traffic flow and creates consistency in entering and exiting the facility. All visitors are required to check in at the reception area utilizing designated check-in protocols. If there are questions, please ask. Do not enter the school grounds without checking in.

Visitors on School Campuses

The District believes that it is important for parents/guardians and community members to take an active interest in the issues affecting schools and students. Therefore, the District and all school sites encourage interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, procedures have been established which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic recording device may be used by any person in a classroom without the teacher's AND principal's permission.

The District and all school sites encourage all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing appropriate complaint processes if there are concerns with any program or employee. The principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of a Registered Sex Offender on School Campus

Any person who is required to register as a sex offender, including a parent/guardian of a student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal may consult with local law enforcement authorities or district legal resources before allowing the presence of any such person at school or other school activity. The principal shall report to the Superintendent or designee anytime he/she gives such written permission.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted and is valid.

Part 7: Bullying, Discrimination, Intimidation, Harassment, & Hate Crimes

General Information

The District believes that all students have a right to a safe and healthy school environment. To that end the district, its schools, and the community have an obligation to promote mutual respect, tolerance, and acceptance. Any act of bullying, intimidation, or harassment, including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threatened to cause, or are likely to cause bodily harm, social isolation, manipulation, or personal degradation, will not be tolerated. This includes on any campus, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during lunch whether on or off campus.

Descriptions:

- **Bullying** is behavior which seeks to harm, intimidate, harass, or coerce someone who is perceived as vulnerable. This type of behavior is usually ongoing or repeated, and often targets the same individual or individuals.
- **Discrimination** is the unjust or prejudicial treatment of a person or persons based on specific classifications as defined and protected under the constitution and state or federal law. Examples include, race, age, sex, religion, color, national origin, and disability.
- **Intimidation** is to force into, or deter from, some action by inducing fear.
- **Harassment** is ongoing cruel, threatening, or insulting behavior.
- **Hate crimes** are crimes which are committed against persons belonging to protected classes and motivated by discrimination or hate. It is important to understand the difference between crimes and free speech. While speech itself is not usually a crime, it can be if it is threatening. Non-criminal speech may still violate district or school policies and may result in disciplinary action.
- A “**school related**” or “**school sponsored**” activity is an activity that is approved by the site administrator and or his/her designee and supervised by assigned school personnel.

Bullying and Intimidation

BP 5131.2

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

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

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

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

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

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

AR 5131.2

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another

person's electronic account or assuming that person's online identity in order to damage that person's reputation.

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

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

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

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

Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

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

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

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

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

Assessing bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

Staff Development

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

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

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

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

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

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

Information and Resources

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

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

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

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

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

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

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

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

Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, 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 such 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.

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

Discipline/Corrective Actions

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

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

Support Services

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

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

Sexual Harassment

Sexual harassment of or by any student by anyone in or from the school is prohibited.

Any student who engages in the sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The board expects students or staff to immediately report incidents of sexual harassment to the site administrator or designee or to another District administrator.

Any student who feels that he/she is being harassed should immediately contact the site administrator or designee or another district administrator or other trusted adult in order to file a complaint.

The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a manner that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited throughout the District which may constitute sexual harassment include:

- Unwelcome and ongoing leering, sexual flirtations, or propositions.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, or overly personal conversation.
- Sexual jokes, stories, drawings, pictures, or gestures.
- Spreading sexual rumors.
- Touching an individual's body or clothes in a sexual way.
- Cornering or blocking abnormal movements.
- Displaying sexually suggestive objects.

- Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or someone cooperating in the investigation of a sexual harassment complaint.

Enforcement

The site administrator or designee shall take appropriate actions to reinforce the District's sexual harassment policy. These actions may include:

- Removing vulgar or offending graffiti.
- Providing staff in-service and student instruction or counseling.
- Taking appropriate disciplinary action as needed.

Hate Crime Reporting Procedures and Policies

Crimes against persons of any kind will not be tolerated by the school and will be reported to law enforcement. In addition to and separate from any law enforcement action which may take place, school discipline may be administered. Crimes which are committed against persons of protected classes AND are committed primarily because of that person's status within a protected class are subject to criminal enhancements. This is called a 'hate crime' and is handled by law enforcement and the justice system. Criminal enhancements can substantially increase punishment for those crimes. If you believe you are a victim of crime, you are encouraged to report the crime to law enforcement. You are also encouraged to report any crimes to school administration. Law enforcement and school administration have different roles. While situations may be handled differently, they are handled in cooperation with each other, as well as prosecutors and victim services. Your school can be a good resource for services you may need if you are a victim of crime.

It is important to understand the difference between crimes and free speech. While speech itself is not usually a crime, it can be if it is threatening. Non-criminal speech may still violate the District's policies and result in discipline.

The Butte County Sheriff's Department will maintain documentation of hate crimes which occur on or related to district schools. School sites may coordinate with the District to obtain data related to hate crimes which occur on or are related to the school and/or events and include them in annual reporting requirements.

If any district or school employee is notified of the occurrence of a hate crime related to a school in the district, they shall immediately notify the site administrator or designee and obtain medical services via 911 for the victim if appropriate.

If the victim of the hate crime is a student or minor, the district or school employee shall document the facts in writing to the best of their ability, including names, dates, times, and details of the event or incident reported. Actions taken by the employee shall be included in the report. The report shall be provided to the site administrator as soon as possible.

Part 8: Opioid Emergencies

Schools that serve pupils in grades 7 to 12 require a protocol to be established in the event a pupil is suffering or is believed to be suffering from an opioid overdose.

Having considered historical school-related opioid emergencies and the available emergency services, the implementation of a program for the administration of emergency intervention medication is necessary.

School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel. School nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering or believed to be suffering from an opioid overdose.

Following California Education Code Section 49414.3, training shall include the following:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and contact the pupil's parent or guardian
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation

Any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains the following information:

- A description of the volunteer request states the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or believed to be suffering, from an opioid overdose.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind their offer to volunteer.
- A statement that no benefit will be granted to or withheld from any individual based on their offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after receiving training.

After Naloxone has been administered, a person may regain full consciousness, increased breathing, and regular vital signs. Emergency services still need to be contacted and respond to the emergency location.

Part 9: Sudden Cardiac Arrest

Sudden Cardiac Arrest – ED Code 32282 (a)(2)(M)

In the event of an unresponsive individual:

1. Staff will notify the front office to call 9-1-1 immediately.
2. The front office will:
 - o Dispatch staff to gather medical supplies and the Automated External Defibrillator (AED).
 - o Announce a school-wide emergency “STAY” message with the emergency details.
 - o Direct staff to meet and guide emergency personnel.
 - o Notify the school site administrator.
3. Administrators will:
 - o Clear the area of additional students.
 - o Ensure emergency personnel have clear access.
 - o Notify the parents if the unresponsive individual is a student.

AED Availability

PUESD site AEDs are in the main office in a non-lockable, visible wall-mounted case with a sign mounted above the case that reads “AED.” Annually, the principal will inform students in grades 6-12 of the AED’s location. The AED complies with the PUESD Automated External Defibrillator Policy.

CPR and AED Training

The PUESD training meets the current standards set by the American Heart Association. If CPR/AED training is not mandated as part of the employee’s job description, the training will be optional.

Part 10: Reporting and Assessment Procedures

The District uses a multidisciplinary behavioral threat assessment team to respond to and assess any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, school-sponsored activity, or on a school bus. The behavioral threat assessment team can also be utilized to assess any concerning or prohibited behavior.

Part 9 of the Comprehensive School Safety Plan provides an overview of the District’s behavioral threat assessment protocols. The complete protocol is in the Butte County Office of Education behavioral threat assessment model policy and protocol guide.

Multidisciplinary Threat Assessment Team

- **Scope** - The District and/or school site will conduct a behavioral threat assessment on students (current, former, and prospective); employees (current, former, and prospective); parents/guardians of students; persons who are (or have been) in a relationship with faculty, staff, or students; contractors, vendors, or other site visitors; persons in close proximity to the school who elicit concern; or unaffiliated persons whose behavior indicates they may pose a risk of harm to the school community.
- **Team Leader** - The team leader will be the principal at each school site. The team leader will be responsible for receiving reports of threats at their school sites and triaging threats as they are received.
- **Multidisciplinary Team** – There will be multiple individuals assigned to the team. The team may consist of the school principal and a school psychologist, a teacher, a coach, another school administrator, or a school resource officer. The goal is to create a team of highly trained school personnel with diverse positions, backgrounds, and experience.
- **Interviews** - Interviews of classmates, teachers, parents, the student of concern, or any other person of interest will be assigned to team members by the team leader. Interviews will not be shared with anyone without the team leader's approval.
- **Concerning Behaviors** – A concerning behaviors exist on a continuum from dangerous, violent, or unlawful activity at school, school sponsored activities, and/or school-based transportation to noticeable changes in behavior/demeanor/appearance, marked decline in performance, and/or social withdrawal. A concerning behavior does not need to be explicitly illegal, dangerous, or violent in nature, but would be thought concerning by a reasonable person considering the totality of the circumstances.
- **Team Meetings** – The team will be assembled whenever the team leader determines a report or a threat or concerning behavior needs to be evaluated. At a minimum, the team will meet in January and August of each year to engage in learning activities or scenario-based training and to evaluate the team's roles and responsibilities.
- **Law Enforcement Threshold** – Law enforcement needs to be contacted for any reports of weapons or homicidal threats. If the reporting person perceives any concerning behavior to indicate a serious injury or death, law enforcement should be contacted immediately.
- **Documentation** – All documentation and any notes should be completed on the Butte County Office of Education school behavioral threat assessment forms. The completed threat assessment forms and associated corroborating documents should be maintained as a part of the student of concern's education record and/or the school's files for future reference. Release of any student information will need approval of the team leader and will comply with FERPA, local and state laws, and district policies.
- **Community Systems Approach** – This approach identifies various sources from which the team can gather information. Sources could include (but are not limited to) interviews, social media, class assignments, desk or locker areas, law enforcement records, employment records, prior or current school records, mental health or social services records, and community groups.

Reporting

The District acknowledges the need for multiple paths to report concerning behaviors.

School sites primarily receive reports through a trusted adult on the school campus. Any staff member who receives a report of a concerning behavior will immediately notify the school administrator or designee. If a report is received on a bus, the bus driver will notify the school administrator where the student of concern attends.

Any person making a report to a school official or trusted adult can request their information remain confidential when making the report. Personal information may still be shared with the multidisciplinary team, law enforcement, and other supporting agencies assisting with the process.

As an additional reporting option, school sites use CatapultEMS Community Threat Reporting. CatapultEMS Community Threat Reporting allows any student, parent, or community member to report a concerning behavior. The CatapultEMS Community Threat Reporting option is located on the main school webpage and it titled “ANONYMOUS REPORTING.”

The team will train school staff, students, and parents about concerning behaviors and how to access the different reporting options.

Butte County Office of Education Threat Assessment Model

The School Threat Assessment Protocol involves 3 Phases. Each phase will be described briefly here, before being explained in more detail below. When the threat assessment team at a school receives a report, **Phase 1** of the Threat Assessment Model Protocol is initiated.

PHASE 1: INITIAL RESPONSE AND INFORMATION GATHERING

Phase 1 of the behavioral threat assessment process includes initiating emergency protocols when appropriate and moving through the initial information-gathering stage. Initial information is gathered through interviews with relevant parties, and an initial Classification Level is determined.

If the result of Phase 1 is a Classification Level of moderate, high, or imminent, the team should proceed to **Phase 2** of the Threat Assessment Model Protocol for additional information gathering (a Classification Level of low will progress directly to Phase 3).

PHASE 2: ADDITIONAL INFORMATION GATHERING AND RISK CLASSIFICATION

Phase 2 of the behavioral threat assessment process includes opportunities for additional information gathering for individuals with an initial Classification Level of moderate, high, or imminent. Additional information gathering includes identification of other factors of concern, protective factors, as well as additional sources of information. At this stage, the team will review and adjust the Classification Level as appropriate based on the findings from the additional information-gathering process.

All behavioral threat assessments will proceed to **Phase 3** of the Threat Assessment Model Protocol, where the team develops a plan to intervene and manage the concern.

PHASE 3: INTERVENTION AND CASE MANAGEMENT

Phase 3 of the behavioral threat assessment process includes identifying and implementing intervention and risk mitigation strategies. This should include a *Case Plan* to assist with case management strategies.

For more details refer to the Butte County Office of Education behavioral threat assessment model policy and protocol guide.

Part 11: Procedures for Immigration Enforcement Notification - (Ed Code 32282 (a)(2)(N))

Confirmation of Immigration Enforcement Presence

Upon confirmation that immigration enforcement personnel are present on the school site, the Principal or designee shall initiate the notification procedures outlined in this section. Immigration enforcement includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

Timing and Method of Notification

The Principal or designee shall notify parents and guardians of pupils, teachers, administrators, and school personnel of the presence of immigration enforcement as soon as practicable, while considering the following:

1. Timing of the notification should prioritize the physical safety and emotional well-being of pupils, employees, and community members.
2. Notifications shall be delivered using the school site's designated official communication channels. The school site shall ensure that all parents/guardians, teachers, administrators, and school personnel are informed of these channels in advance of any notification regarding immigration enforcement.

Content of Notification

Notifications issued by the school site:

1. **Shall inform** recipients that immigration enforcement personnel have been confirmed present on the school site.
2. **Shall not include** any personally identifiable information.
3. **May include** a hyperlink to additional resources for families, including but not limited to:

- Information about educational rights.
- State laws protecting student and family privacy and confidentiality.
- Counseling or support services for those impacted by immigration enforcement.

SECTION 3: Rules and Procedures of School Discipline

Part 1: Specific Guidelines

Regulations Regarding Discipline (AR 5144)

In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups:

1. Parents/guardians
2. Teachers
3. School administrators
4. As appropriate, personnel involved in school security
5. For middle and high schools, students enrolled in the school

School rules shall be communicated to students clearly and in age-appropriate manner. It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary Strategies

Positive behavior support for student behavior includes and is not limited to: restorative practices, social emotional learning [SEL], universal design for learning [UDL] and trauma responsive practice. To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Use of positive behavior supports with universal, supplemental and intensive interventions that occur during the school day on campus
2. Discussion or conference between school staff and the student and his/her parents/guardians

3. Instruction in social emotional learning that teaches students the five competencies: self-awareness, self-management, social awareness, relationship skills, responsible decision making
4. Instruction in prosocial behavior or anger management
5. Use of restorative practices referral of the student to the school counselor or other school support service personnel for case management and counseling
6. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a section 504 plan
7. Convening a student success team, or other intervention-related team, to develop and implement an appropriate plan to address the behavior in partnership with the student and his/her parents/guardians
8. After-school opportunities that address specific behavioral issues or expose students to positive activities and behaviors.
9. Detention after school hours as provided in the section below entitled “detention after school”; community service as provided in the section below entitle “community service”
10. In accordance with the district’s board policies and administrative regulations, restriction or disqualification for participation in extracurricular activities
11. Reassignment to an alternative educational environment.
12. Suspension and expulsion in accordance Education Code.

Corporal Punishment

The use of corporal punishment as defined in Education Code § 49001 is prohibited as a disciplinary measure or intervention against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

Corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment.

Detention After School

If a student will miss his/her school bus due to being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made.

The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs.

Students shall remain under the supervision of an employee during the period of detention.

Community Service

As part of or instead of disciplinary action, the Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during non-school hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. This community service option is not available for a student who has been suspended or pending expulsion. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension.

Notice to Parents, Guardians, and Students

At the beginning of the school year, the site administrator or designee shall notify parents/guardians, in writing, about the availability of school rules related to discipline.

The site administrator or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment.

Regulations Regarding Suspension and Expulsion / Due Process (5144.1)

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following:

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 Superintendent 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. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel.

Day means a calendar day unless otherwise specifically provided.

School day means a day upon which the schools of the District are in session or weekdays during the summer recess.

Student includes a student's parent/guardian or legal counsel.

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office.

School property, for the purposes described in education code 48900, includes, but is not limited to, electronic files and databases.

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, suspension, and expulsion.

Grounds for Suspension and Expulsion: Grades K-8

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.

Because of the complexities of criminal law, this issue may be difficult for school administrators to apply in a school setting and legal counsel should be consulted as appropriate.

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in penal code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to education code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury.

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.

3. Unlawfully possessed, used, sold, or 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.
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 controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm. 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.
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.
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.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug soma.
16. Engaged in, or attempted to engage in, hazing.

Hazing means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to

cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.

Hazing does not include athletic events or school-sanctioned events.

17. Engaged in an act of bullying.

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 her/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

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 under "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:

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.

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in penal code 31. Note that a student may be suspended but not expelled for aiding or abetting as defined in penal code 31, the infliction or attempted

Infliction of physical injury to another, but any student who aids or abets a crime of physical violence which the victim suffered great bodily injury or serious bodily injury is subject to suspension or expulsion as provided in item #1 above.

19. Made terrorist threats against school officials and/or school property.

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.

Additional grounds for suspension and expulsion: grades 4-8

Any student in grades 4-8 may be suspended by their teacher, 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. In addition, a student in grades 4-8 is also 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.

Sexual harassment means that conduct, 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.

2. Cased, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in education code 233.

Hate violence means any act punishable under penal code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

3. Intentionally engaged in harassment, threats, or intimidation against District personnel or its 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.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any school under the jurisdiction of the District, including, but not limited to, the following circumstances:

1. While on school grounds
2. While going to or coming from school

3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The principal or designee may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program.

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities. Administrators may take appropriate action when information becomes available about student misconduct that originates away from school grounds or school activities that has a direct and detrimental effect on or seriously threatens the discipline, education environment, safety or general welfare of students, faculty, staff and/or administrators of the district's schools. When assessing the impact of conduct or behavior originating away from school grounds, staff, students, and/or the educational environment, school administrators will take into consideration the seriousness of the alleged student conduct and the protection of students, faculty, staff and administrators from the effects of violence, drugs, disruption of the educational environment, or other relevant factors. School administrators should evaluate each situation relating to conduct originating away from school ground son a case-by-case basis.

Student conduct originating away from school grounds, which may be subject to discipline as provided herein includes but is not limited to electronic acts that result in a substantial disruption to the educational environment, or for which a substantial disruption to the educational environment is reasonably foreseeable under the circumstances.

Removal from class by a teacher/parental attendance

A teacher may suspend any student from his/her 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 #1-19 under "grounds for suspension and expulsion" for grades allowable under education code.

A teacher also may refer a student to the principal or designee for consideration of suspension from school. When removing a student from his/her 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. The student shall be appropriately supervised during the class periods from which he/she has been removed.

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal.

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed.

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal.

As specified in the District's board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law.

Suspension by the principal, or principal's designee

The principal or designee shall immediately suspend any student found at school or at a school activity to be:

1. Possessing, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. The act of possessing an imitation firearm, defined under education code § 48900, subdivision [m], is not an offense for which suspension or expulsion is mandatory, but is an offense for which suspension, or expulsion pursuant to education code § 48915, subdivision [e]
2. Brandishing a knife, at another person
3. Unlawfully selling a controlled substance listed in health and safety code § 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in education code § 48900 subdivision [n]
5. Possession of an explosive pursuant to title 18 united states code § 921, explosive means a destructive device and includes, but is not limited to, any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device. A destructive device includes any other type of weapon (except a shotgun or shotgun shell recognized by the united states secretary of army as suitable for sporting purposes) which might be converted to project an explosive.

The 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. For all other offenses, a student may be suspended only when the principal or designee has determined that other means of correction have failed to bring about proper conduct.

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain the documentation in the student's record. The principal or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion.

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

School sites 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.

Suspensions shall be initiated according to the following procedures:

1. Informal conference: suspension shall be preceded by an informal conference conducted by the principal, or principal's 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 under education code § 48900.5, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. This conference may be omitted if the principal, or designee determines that an emergency situation exists. An emergency situation involves 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.
2. Administrative actions: all requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.
3. Notice to parents/guardians: at the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension.

This notice shall state the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/guardian conference: whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter.

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference.

5. Extension of suspension: if the Superintendent is considering the expulsion of a suspended student from any school Superintendent or designee may, in writing, extend the suspension until such time as the Superintendent has decided, provided the following requirements are following:

- A. The extension of the original period of suspension shall be 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.
- C. If the student involved is a foster youth, the Superintendent or designee shall notify the 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
- D. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the liaison for homeless students.

Supervised suspension classroom

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply:

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each 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 a supervised 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 shall be made in writing.

Authority to expel

A student may be expelled only by the Governing Board. As required by law, the Superintendent or designee, or principal shall recommend expulsion and the Governing 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:

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
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 up 921

For all other violations listed under "grounds for suspension and expulsion: grades k-12: and "additional grounds for suspension and expulsion: grades 4-12," the Superintendent, or designee, or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Governing Board shall order the student expelled only if it makes a finding of either or both of the following:

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.

No student shall be expelled for disruption or willful defiance.

Mandatory recommendation for expulsion

Unless the principal or designee 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:

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
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.

Student's right to expulsion hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent determines that that student has committed the act[s] that form the basis for the expulsion recommendation.

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 county Superintendent's discretion. If the Superintendent finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the assistant 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.

If the Superintendent finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess 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.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

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:

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 disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, to provide information about the student's status in the District's schools 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).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor. 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. Non-attorney advisor 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 aid 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.

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

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

Conduct of expulsion hearing

1. Closed session: the Governing Board or Administrative Panel 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 request is made, the meeting shall be public unless another student's privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, the Governing Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the county if the Governing 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.

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, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television.

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.

3. Subpoenas: before commencing a student expulsion hearing, the Superintendent may issue subpoenas, at the request of either the student or the principal 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 Superintendent or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the Superintendent of schools or designee. All subpoenas shall be issued in accordance with the code of civil procedure 1985-1985.2 and enforced in accordance with government code 11455.20.

Any objection raised by the student or the principal or designee to the issuance of subpoenas may be considered by the Superintendent if so requested by the student, before the meeting.

The Superintendent's decision in response to such an objection shall be final and binding.

If the Superintendent determines or if the hearing officer or administrative panel finds 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.

1. 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 county Superintendent 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.

Findings of fact shall be based solely on the evidence at the hearing. While 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.

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 hearings involve allegations of sexual assault or sexual battery by a student:

- 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 witnessing, 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 within 10 school days: the Governing Boards decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed.

Alternative expulsion hearing: hearing officer or administrative panel

Instead of conducting an expulsion hearing itself, the county Superintendent may contract with the county hearing officer or with the office of administrative hearings of the state of California for a hearing officer. Alternatively, the Superintendent may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be on the staff of the school in which the student is enrolled.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Superintendent, including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests the decisions to be postponed.

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Governing 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 principal or designee shall consult with the parent/guardian and county 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 was made. The decision to not recommend expulsion shall be final.

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Governing Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Governing 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 Superintendent may order.

In accordance with the District's board policy, the hearing officer or administrative panel may recommend that the Governing Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Governing 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 Governing Board has ruled on the recommendation.

The Governing Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed.

Final action by the county Superintendent

If the Governing Board conducts the hearing and reaches a decision not to expel, this decision shall be final and 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 Governing Board shall set a date when the student shall be reviewed for readmission to school. For a student expelled for an act listed under "mandatory recommendation and mandatory expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Governing 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 trimester following the trimester in which the expulsion occurred. If an expulsion is ordered during the summer session or the intersession period of a year-round program, the Governing Board shall set a date when the student shall be reviewed for readmission not later than the last day of the trimester following the summer session or intersession period in which the expulsion occurred.

At the time of the expulsion order, the Superintendent shall recommend a plan for the student's rehabilitation, which may include:

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.

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

2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian
3. Notice of the right to appeal the expulsion to the county board of education
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion
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 expulsion status

Decision not to enforce expulsion order

In accordance with the Districts board policy, when deciding whether to suspend the enforcement of an expulsion, the Governing Board shall consider 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 Governing 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 determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked if the student commits any of the acts listed above or violates any of the District's board policies or administrative regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
5. Upon satisfactory completion of the rehabilitation assignment, the Governing Board shall reinstate the student in a District school. Upon reinstatement, the Governing Board may order the expunging of any or all records of the expulsion proceedings.

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 also inform the parent/guardian of the right to appeal the expulsion to the Butte County Board of Education, the alternative educational placement to be provided to the student during the time of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's expulsion status.

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 Board of education.

Right to appeal

The student or parent/guardian is entitled to file an appeal of the Governing Board's decision with board of education. The appeal must be filed within 30 days of the county Superintendent's decision to expel, even if the expulsion action is suspended and the student is placed on probation.

The student shall submit 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 Butte County Board of Education. The District shall provide the student with these documents within 10 school days following the student's written request.

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.

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 or nonstudents regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous.

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 relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind.

Post-expulsion placements

The Governing Board shall refer expelled students to a program of study that is:

1. Appropriately prepared to accommodate students who exhibit discipline problems

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available, and when the 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 instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school.

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Governing Board when it ordered the expulsion, the District shall consider readmission of the student.
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met.
3. The Superintendent or designee shall transmit to the Governing Board his/her recommendation regarding readmission. The Governing Board shall consider this recommendation.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Governing Board's decision regarding readmission.
5. The Governing 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 students or employees.
6. If the Governing Board denies the readmission of a student, they 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.
7. The Superintendent shall provide written notice to the expelled student and parent/guardian describing the reasons for denying re-admittance into the regular program. This notice shall indicate the Governing Board's determination of the educational program which the Governing Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

No student shall be denied readmission into the District's schools 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.

Maintenance of records

The Superintendent shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school.

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from District schools.

Outcome data

The Superintendent or designee shall maintain the following data:

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

Regulations Regarding Suspension and Expulsion / Due Process (Students With Disabilities)

A student identified as an individual with a disability pursuant to the individuals with disabilities education act is subject to the same grounds for suspension and expulsion which apply to students without disabilities, except as otherwise specified below.

Procedures for students not yet eligible for special education services

A student who has not been officially identified as a student with a disability pursuant to idea and who has engaged in behavior that violated the code of student conduct may assert any of the protections under idea only if the District had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred.

The District would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the District would be deemed to not have knowledge if they conducted an evaluation and

determined that the student was not an individual with a disability. When deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities.

The principal or designee may suspend a student with a disability for up to 5 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement. The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

The District shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances:

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - A. The series of removals total more than 10 school days in a school year.
 - B. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - C. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If the removal has been determined to be a change of placement as specified above, the student's Imp team shall determine the appropriate educational services.

Services During Suspension

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP.

If a student with a disability is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or his/her parent/guardian, provided that transportation is specified in his/her IEP.

Interim Alternative Educational Placement Due to Dangerous Behavior

The District may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function:

1. Carries or possesses a weapon
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance
4. Inflicts serious bodily injury upon another person

The student's interim alternative educational setting shall be determined by his/her IEP team.

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice.

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

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for

More than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the student code of conduct:

1. Notice: on the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice
2. Manifestation determination review: immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.

At the manifestation determination review, the principal or designee, the student's parent/guardian, and relevant members of the IEP team shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following:

- A. Caused by or had a direct and substantial relationship to the student's disability
- B. A direct result of the District's failure to implement the student's IEP, in which case immediate steps shall take to remedy those deficiencies

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability.

3. Determination that behavior is a manifestation of the student's disability: when the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior.

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian, and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

4. Determination that behavior is not a manifestation of the student's disability: if the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities.

The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Due Process Appeals

If the parent/guardian disagrees with any of the District's decision regarding placement, he/she may appeal the decision by requesting a hearing. The District may request a hearing if they believe that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint. Pursuant to 34 CFR §§ 300.508, and 300.508[a] and [b].

Whenever a hearing is requested as specified above, the parent/guardian, and the District shall have an opportunity for an expedited due process hearing consistent with requirement specified in 34 CFR §§ 300.507, 300.508 [a]-[c], and 300.510-300.514.

If the student's parent/guardian or the District has initiated a due process hearing, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until

the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and the District agree otherwise.

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Suspension or expulsion

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

Notification to law enforcement authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students.

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

SECTION 4: Action Alert Procedures – Classroom Quick Guides

General information

Action alert procedures focus on critical operational functions and the courses of action developed to carry them out, independent of the threat or hazard requiring a response. While these functions should be described separately, it is important to remember that many functions will occur consecutively. Multiple functions may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors' function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

- All teachers should have updated classroom action guides readily available in all rooms, near the door.
- Fire evacuation routes shall be posted in all rooms, near the door.
- If there are questions or additional supplies are needed, contact the site administrator.

Notifications

Response actions should be accompanied by the following notifications:

- 911
- Emergency Operations Center
- Communications / PIO
- Messages to parents/guardians and/or staff, after district approval

Accounting for all persons

This action is taken to account for the whereabouts and wellbeing of all students, staff members and visitors and is one of the first tasks that must be accomplished in any emergency.

Note: the below procedures are used to account for everyone after evacuating from school buildings. Schools should plan how to acquire this information, including accounting for visitors, during a lockdown, shelter-in-place, or other emergency where everyone is inside. Methods may include ice (for student attendance), email, calling the office via classroom phone, or hand-collected rosters/reports. Multiple methods should be planned for due to the variety of technology and safety factors encountered during an emergency.

Accounting for all person's procedures

- Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to list students/others as

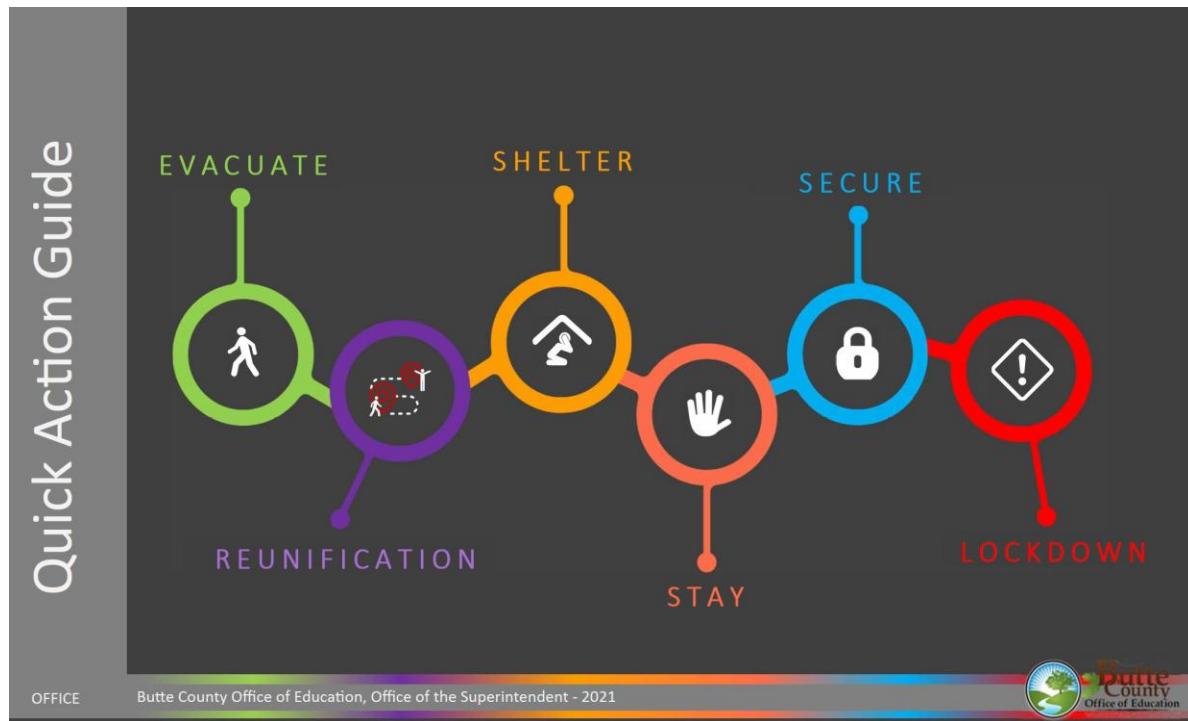
appropriate on attendance rosters and on the missing person's report, injury report, and/or supplemental attendance report. Utilize Red/Green cards to visually indicate missing or injured students or "all accounted for"

- Assembly area team members will collect student rosters, missing person's report, and injury report from teachers and submit them to the assembly area or care team leader.
- The assembly area team leader will compile a master accounting of all persons on campus, and make reports available to the operations section chief and incident commander.

All clear procedures

This action is taken to notify staff and students that normal school operations can resume.

- The incident commander (principal) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the incident commander will use other means of communication, i.e., sending messengers to deliver instructions. "All clear, all clear, all clear".
- The incident commander will convene the school psychological first aid/crisis team if the incident was traumatic to the school community.
- The incident commander will make a final notification update to district offices and parents/guardians, following the communication handbook.
- If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.



EVACUATE

Part 1: Action Alert - EVACUATE

Purpose:

To rapidly move people from one location to another, when it is determined that it is safer to move to another location.

Alert signal: alarm + announcement

Option 1: "Evacuate, Evacuate, Evacuate, for **fire**."

Option 2: "Evacuate, Evacuate, Evacuate, for a **gas leak**. Immediately evacuate to ___, and move 300 ft upwind."

Option 3: "Evacuate, Evacuate, Evacuate, for a **hazmat** incident in (the science lab). Evacuate to ___, and move 300 ft upwind."

Option 4: "Evacuate, Evacuate, Evacuate. Go to the bus area for relocation to reunification. Teachers start reunification protocols."

Designated Evacuation Locations:

Primary Evacuation Location: On campus (300 feet away; 1000 feet away)

Secondary Evacuation Location: Off campus

Staff Response:

1. Grab the emergency backpack that holds your class list(s), as you exit.
2. Evacuate the building according to the established evacuation route to a location at least 300 ft. From building.
3. Ensure that special needs persons in the immediate area are aided by designees.
4. During the evacuation, remain alert to any potential hazards in the area. If you encounter fire, any other significant hazard, or find the designated pathway blocked, seek an alternate route.
5. Upon reaching the designated assembly areas, account for students. If all students are present, hold up your green card. If all students are not present, write the missing student's name on the red card and hold it up.
6. Stay in place. Do not let students back into the building for any reason!
7. Remain alert to potential dangers in the area and properly supervise students under your care. Wait for the announcement of "all clear" before returning to the building.

Administrative Evacuate Procedures:

Evacuate building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following drop, cover, and hold), or any emergency where the building and its contents are perceived to be a threat to student safety.

- The principal or designee becomes the incident commander, activates the school ICS team, and will initiate the Evacuate Action Alert on the PA system. If the PA system is not available, the incident commander (principal) will use other means of communication, i.e., text, email, or sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions.
- The incident commander will activate the fire alarm system as a signal to evacuate.
- Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned assembly area.
- Teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. List missing students on the missing person's report.
- Once assembled, teachers and students will stay in place until further instructions are given.
- The incident commander will make appropriate notifications to the district and parents/guardians, as outlined in the communications handbook.
- Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the **all clear** action.

Part 2: Action Alert - Relocation and Reunification (off-site evacuation)

Purpose: Secondary to the *evacuate* action alert, this process is engaged when we need to connect students with parents/guardians after an incident occurs. This will often occur at an off-campus site. Leaving the campus is called relocation. Reuniting is called reunification.

Alert signal: announcement

Option 1: "Relocate for REUNIFICATION. We need to move off-site. Staff and students report to your designated transportation assembly area. All students will stay with their teachers."

Option 2: "Relocate for REUNIFICATION. We need to move off-site. Staff and students report to our relocation point at (the park, the church, located at...). All students will stay with their teachers."

Option 3: "We will be conducting **on-campus REUNIFICATION**. Staff and students report to (gym, classroom, playground) for connection with parents & guardians."

Designated Reunification Location: Reunification Point

Staff response:

1. Quickly move students and staff through any available exit following *evacuate* procedures
2. Go to transportation area or designated off-campus relocation point as instructed
3. Calm and reassure students of intent to connect with parents/guardians
4. Account for students. Report any missing students to the administrator by email, phone, catapult, or as directed.
5. Report status and injuries to the administrator
6. Once at relocation point, drop students in designated assembly area.
7. Staff should engage their assigned incident Command Team and shift to their assigned role

Administrative relocation / reunification response

Relocation procedures

- The principal or designee becomes the incident commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the incident commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We need to institute an off-site relocation. Teachers are to take their students, roll book, emergency supplies, and report to their designated offsite relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited."

- The incident commander will determine the safest method for evacuating the campus. This may include the use of school busses or simply walking to the designated off-site location. (consider creating a vicinity map and attaching it to this plan)
- Teachers and students will stay together during the relocation.
- Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
- Once assembled off-site, teachers and students will stay in place until further instructions are given.
- The incident commander will make appropriate notifications to the district and parents/guardians., pursuant to the emergency communications guidebook (see abbreviated version in communications section of this plan)
- Once clearance is received from appropriate agencies, the incident commander may authorize students and staff to return to the campus, or initiate reunification procedures from the off-site location.
- Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the all clear action.

Reunification procedures

Student reunification is implemented to reunite students with their families after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) That prevents a normal school dismissal.

- The incident commander or designee will direct the request and reunion teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
- The request gate team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents/guardians, and direct them to the reunion gate.
- The request gate should generally remain locked during the reunification process to help control access. The request gate team can pass clipboards to parents/guardians through the gaps in the gate fencing.
- Message runners will notify the assembly area team of the student(s) to be escorted to the reunion gate.
- The reunion gate team will check parent/guardian ids, confirm student identification and keep accurate records of students leaving the campus
- Members of the psychological first aid team may be asked to assist the reunion gate team. In the event that a child is injured or otherwise unavailable, it is recommended that the parents/guardians be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the psychological first aid team then stay with the parent and assist them.

REUNIFICATION

- The reunion gate should remain locked when student reunifications are not actively taking place.
- Members of other school emergency teams may be asked to assist with crowd control, providing information, and calming parents/guardians at either gate once finished with their primary emergency assignment.

Part 3: Action Alert - Shelter

Purpose:

For protection from flying debris during earthquake, toxic chemicals or gas during spill or attack, or severe weather.

Alert signal: announcement

Option 1: "Shelter, Shelter, Shelter, for earthquake. Drop cover & hold. "

Option 2: "Shelter, Shelter, Shelter, for severe weather. Move away from doors and windows."

Option 3: "Shelter, Shelter, Shelter, for hazmat. Seal all doors and windows."

Staff response:

For earthquake

1. Direct students to get under a desk, table, and heavy furniture and cover head with arms and hands. Hold on to a table or desk leg in an earthquake.
2. Stay away from glass windows, outside doors and walls, and anything that could fall, such as lighting fixtures and shelving.
3. Remain in this position until you are reasonably certain it is safe or until further instructions have been given from the school office.
4. The incident commander may order an evacuation if the situation warrants and it is safe to do so.

For weather or hazmat

1. If outdoors, instruct others to go inside immediately to an interior area without windows, if possible.
2. Close all windows and doors leading to hallways, common areas and outside.
3. If all students are present, place green card under the inside door. If you are missing a student, write the name of the missing student on the red card. If you have additional students, parents/guardians or staff members, write down their names with a plus sign. Place the card under the inside door.
4. Listen and follow instructions.
5. If this is a "shelter for hazmat! Seal the room" use tape and plastic from your go-kit to cover all windows and doors to help reduce airflow into the area. Tape can also be used

to cover any cracks, crevices, electrical outlets, cable television connections or other openings. Wet towels can be used to reduce airflow under doors.

6. Continue with classroom instruction until the "all clear" signal is given.

Administrative shelter procedures:

- The principal or designee becomes the incident commander, activates the school ICS team, and will initiate the shelter action alert announcement on the pa system. If the pa system is not available, the incident commander (principal) will use other means of communication, i.e., text, Catapult EMS, sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
- If inside, teachers will keep students in the classroom until further instructions are given.
- If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
- Teachers are to account for any students with a cognitive disability that may not have understood the directions.
- Teachers are to take roll and to notify the office of the number of students in the room with them, and the names of students accounted for or missing.
- Teachers are responsible for securing individual classrooms
- The **security/utilities team** will assist in completing the procedures as needed:
 - Shut down the classroom/building(s) havoc system;
 - Turn off local fans in the area;
 - Close and lock doors and windows;
 - Seal gaps under doors and windows with wet towels or duct tape;
 - Seal vents with aluminum foil, plastic wrap, or laminated posters, if possible;
 - Turn off any sources of ignition, such as pilot lights, if necessary.
- The incident commander will make appropriate notifications to the district and parents/guardians utilizing established communications protocols.
- The incident commander will monitor news media for information about the incident.
- Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the all clear action.
- Be prepared to initiate the evacuate action alert, as situations can escalate or de-escalate rapidly.

Drop, cover, and hold procedures

This action is taken to protect students and staff from flying or falling debris, and is commonly used during an earthquake or explosion.

In most situations, you will reduce your chance of injury if you:



Drop where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.



Cover your head and neck with one arm and hand

- If a sturdy table or desk is nearby, crawl underneath it for shelter
- If no shelter is nearby, crawl next to an interior wall (away from windows)
- Stay on your knees; bend over to protect vital organs



Hold on until shaking stops

- Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts
- No shelter: hold on to your head and neck with both arms and hands.

In a wheelchair or using a walker:

Lock your wheels and remain seated until the shaking stops.

Always protect your head and neck with your arms, a pillow, a book, or whatever is available.

See earthquakecountry.org/disability for recommendations for people who use wheelchairs, walkers, or are unable to drop to the ground and get up again, without assistance.

USING
WALKER



USING
WHEELCHAIR



Part 4: Action Alert - Lockdown

Purpose:

A lockdown is called when danger is imminent. Lockdown requires that all staff and students seek as much physical safety from physical assault as possible by utilizing physical barriers and hiding places. This is an *emergency response to immediate danger*.

Alert signal: announcement

“lockdown, lockdown, lockdown. Locks, lights, out of sight.”

Staff response:

1. Immediately clear the hallway and outdoor areas by moving into the nearest classroom. Close your locked classroom door. If you are not in a location with a lockable door, move students to a more secure area if possible.
2. Gather students and visitors to an interior block wall out of sight and turn out lights.
3. Keep all persons away from the doors and windows to limit visibility.
4. If possible, barricade door, and pull window shades.
5. Ignore all bells and alarms unless otherwise instructed.
6. Allow no one in or out of the classroom until a uniformed responder opens your door.
7. Remain quiet!! Silence cell phones!
8. When law enforcement asks if anyone is inside or injured, slide the red/green card under the door. Red side up if there are injuries in your room. Green side up if there are no injuries.
9. Police are not there for you, they are there to stop the threat. They will come back to you when it is safe and will coordinate other units and rescue teams to you for injuries.
10. As soon as safe to do so, account for students and report through Catapult EMS or other means.
11. Be ready for an evacuation to instructed reunification point.

LOCKDOWN

Administrative lockdown procedures:

Lockdown:

This action is taken when the threat of violence or gunfire is identified on campus, directed by law enforcement, or if there is an imminent threat to the safety of the campus and it is necessary to prevent an armed person from entering any occupied campus areas. During a lockdown action alert, students are to remain in the locked classrooms or designated safe locations at all times. Alarms should be ignored unless accompanied by announcements.

Current shooter trends are to pull the fire alarm to prompt people to leave the security of the locked rooms.

If the intent is to lock the doors for unrelated police activity in the area or a hostile parent in the office, secure would be the appropriate alert action, rather than lockdown. Lockdown is an emergent action alert only.

- The principal or designee becomes the incident commander, activates the school ICS team, and will the lockdown action alert on the pa system. If the pa system is not available, the incident commander (principal) will use other means of communication, i.e., text, Catapult EMS, phone system announcement (note: runners would not be an appropriate method for a lockdown). The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions.
- If inside, teachers will instruct students to stay away from doors and windows, lock all doors, sit on the floor (in some instances), and close any shades or blinds if it appears safe to do so.
- If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. Auditorium, library, cafeteria, and gymnasium).
- Teachers are to account for any students with a cognitive disability that may not have understood the directions.
- Teachers are to take roll and to notify the office the number of students in the room with them and their names, as soon as it is safe and practical to do so.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.
- The incident commander will call 911 and coordinate information through dispatch until such time as a law enforcement officer tells the incident commander to hang up.
- The incident commander will make appropriate notifications to the district

LOCKDOWN

- The incident commander will make appropriate notifications to parents/guardians, following the emergency communications guidebook. (see abbreviated guide in “communications” at end of this safety plan) without knowledge, rumors will ensue.
- To the best of your ability and as safely as possible, continue to keep all persons informed of the situation and what is going on through the use of status updates.
- Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the **all clear** action

Part 5: Action Alert - Secure

Purpose:

Precautionary. To rapidly increase the level of security within the facility. Exterior doors and main interior doors are locked to deny a dangerous person access to the facility. Staff and students may continue productive activities, in a limited fashion. Usually for police activity near the campus or a hostile visitor in the office who is not deemed an immediate threat to the safety of the school.

Alert signal: announcement

Option 1: "secure, secure, secure the campus, for a problem in the area."

Option 2: "secure, secure, secure the campus, for police activity occurring off-campus"

Staff response:

1. Immediately move students from outside into the building.
2. If you are located in an area with a lockable door, gather students in the vicinity into the room and close your locked door.
3. Account for students and report your status to the administrator by e-mail, phone, or catapult-ems as directed.
4. Continue with normal activities as much as the situation allows, within the confines of the locked room.
5. Keep in mind that an incident elsewhere in the building may have triggered the action, but is not considered an imminent threat.
6. Do not move throughout the facility except with permission from the incident commander.
7. Be prepared to rapidly implement an evacuation or lockdown action alert if directed to do so. Situations can escalate or de-escalate rapidly.

SECURE

Administrative secure procedures

Secure:

This action is taken when there exists a potential for a threat of violence to the campus or when directed by law enforcement to secure the campus. During a secure action alert, students are to remain in the locked classrooms or designated safe locations at all times. Be prepared to rapidly implement an evacuation or lockdown action alert if directed to do so. Situations can escalate or de-escalate rapidly.

- The principal or designee becomes the incident commander, activates the school ICS team, and will announce the secure action alert on the pa system. If the pa system is not available, the incident commander (principal) will use other means of communication, i.e., text, catapult ems, phone system announcement, or runners. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions.
- If inside, teachers will instruct students to close any shades or blinds if it appears safe to do so.
- If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. Auditorium, library, cafeteria, and gymnasium).
- Teachers are to account for any students with a cognitive disability that may not have understood the directions.
- Teachers are to take roll and to notify the office the number of students in the room with them and their names, as soon as it is safe and practical to do so.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.
- If help is needed, the incident commander will call 911 and coordinate information through dispatch until such time as a law enforcement officer tells the incident commander to hang up.
- The incident commander will make appropriate notifications to the district and parents/guardians, following the emergency communications guidebook. (see abbreviated guide in “communications” at end of this safety plan) without knowledge, rumors will ensue.
- To the best of your ability and as safely as possible, continue to keep all persons informed of the situation and what is going on through the use of status updates.
- Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the **all clear** action.

Part 6: Action Alert - Stay

Purpose: during an emergency such as a medical emergency or mental crisis, services need to get through campus quickly. 'stay' alerts the campus to activity occurring while establishing there is no need to act other than to stay out of the way. This puts the campus community at ease when they hear/see sirens and responders on campus.

Alert signal: announcement

Option 1: "stay, stay, out of the way."

Staff response:

1. Stay where you are and continue normal operations or instruction unless tasked with a specific duty.
2. Do not leave the room to 'see what is happening' as this will only contribute to the problem.
3. Assure students that everything is fine to let everyone know they are not in danger despite seeing first responders on campus.
4. If in an open area, move students away from access gates and walkways to allow responders easy access.
5. If you are involved in the situation, clearly state what you need.
6. Monitor students.
7. Be prepared to rapidly implement an evacuation or lockdown if directed to do so. Situations can escalate or de-escalate quickly.

Administrative stay procedures

Stay:

During an emergency such as a medical emergency or mental crisis, services need to get through campus quickly. 'stay' alerts the campus to activity occurring while establishing there is no need to act other than to stay out of the way. This puts the campus community at ease when they hear/see sirens and responders on campus. Be prepared to rapidly implement an evacuation or secure action alert if directed to do so. Situations can escalate or de-escalate rapidly.

- In the event a stay action alert is necessary, there is no need to activate incident command. However, the *reason* for the stay action alert may trigger the necessity to activate incident command. Take appropriate action for the situation at hand.
- Keep the campus calm and reassured.
- Keep others away from the incident to protect patient privacy, student privacy, and prevent unwanted social media postings.
- Assign a staff member to travel to the hospital with the patient, if necessary, until relieved by a parent or social worker.
- Announce all clear once the situation is resolved and no longer influencing routine campus operations.
- The incident commander will make appropriate notifications to the district and parents/guardians, following the emergency communications guidebook. (see abbreviated guide in "communications" at end of this safety plan) without knowledge, rumors will ensue.

SECTION 5: Incident Command System

In an emergency, everyone will be tasked with duties. Below is a short discussion of how the National Incident Management System (NIMS), Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted at your school.

In the event of a large-scale disaster, the **Error! Reference source not found.** Superintendent of Schools will activate the Emergency Operations Center (EOC) at the district's designated location or other appropriate facility as feasible. Direction, coordination, etc., from the **Error! Reference source not found.** EOC will be disseminated to each site's specific Incident Command Post. Communications to and from all district sites will be through the Superintendent (or designated Public Information Officer) and the district web site. The primary method of communication with the EOC will be by telephone. If the telephone systems are non-functional, sites shall use alternate methods of communication; i.e., radios, cellular telephones, school and office web sites, or other messaging systems.

All school sites will take all necessary measures to keep students and staff safe in the event of a disaster. The District has developed a standardized emergency management system (SEMS) plan that outlines in more detail specific responsibilities for emergency response teams at the school. The following sections of this plan outline basic responsibilities for all staff for specific incidents.

Incident Command Overview

The Incident Command System (ICS) is used by first responders and government agencies to manage emergencies, crises, and disasters nationwide. Schools within the district, also use ICS - a system where people are grouped by functions according to aptitude and skills, instead of rank/title. All positions report to a common command structure, which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command
- Operations
- Planning & intelligence
- Logistics
- Finance & administration

Command

During an emergency, the incident commander is responsible for setting the response objectives and directing activities from a designated command post. To effectively direct response actions, 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 directed by the principal, as the incident commander. The principal is assisted in carrying out this function by a public information officer, safety coordinator, and agency liaison, as needed. The incident commander should use “management by objectives” by setting specific goals and objectives for the total response. The objectives should be smart - specific, measurable, achievable, relevant and timely.

Planning/intelligence

During an emergency, ICS 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. Under ICS, this function is supported by two staff members, one involved with “documentation” and the other with “communications”. Both of these positions, if assigned at the discretion of the principal, will report directly to the incident commander (principal) unless a planning/intelligence chief is assigned. The ICS planning and intelligence section also predicts future needs and trends and constantly answers the following questions:

- “How big is this problem?”
- “Who is affected?”
- “What are we going to need in the next hour, day, or week?”

Planning and intelligence people are forward thinkers. They like to seek out facts and make predictions.

Operations

Under ICS, all tactics for emergency response are implemented under the operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents/guardians. Within the District, these activities are performed by the following teams: first aid/medical team; security/utilities team; assembly area team; psychological first aid team; supply/equipment team; request gate team; reunion gate team; fire suppression/hazmat team; and search and rescue teams. As problem solvers, these people are the “doers”.

Logistics

The logistics function of ICS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, resources, equipment and services. Within the District, these activities are performed by the supply/equipment team. The logistics section deals with resources. When the operations section needs something, they get it from the logistics section. Logistics works closely with the planning and intelligence section to develop resources for future

needs. These people are the “getters”. A natural choice may be your plant manager or supply clerk.

Finance/administration

The finance/administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These people are known as the “payers”. They will keep track of personnel time and costs. A natural person for this function would be your payroll clerk or office manager who knows everybody on campus.

ICS can be adopted for schools with limited personnel. If no one is assigned to an ICS position, it is assumed that the person who manages that position is keeping, and doing, the responsibility for the unfilled position. For example: in some emergencies, the incident commander may not assign a person to be in charge of finance. In that case, the incident commander is still responsible for the financial documentation.

For our schools, the team breakdown will most often look like this, each with a leader:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)
- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal, who acts as the incident commander. The Command Team includes the school's public information officer and the safety coordinator. The team leader for each of the other four functions (operations, planning & intelligence, logistics, and finance & administration) also report to the incident commander. The incident commander sets goals and objectives for the activities of all other teams.

Incident Commander

The incident commander (principal) is responsible for directing emergency operations and shall

remain at the command post to observe and direct all operations. The only role of this person is to make decisions. This person takes no physical action. Specific duties of the incident commander may include:

- Setting goals and objectives for the response team as a whole
- Periodically assessing the situation
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with district EOC and management staff.

Public information officer

The public information officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements.

Specific duties of the public information officer may include:

- Periodically receiving updates and official statements from the incident commander
- Posting approved messages to notification systems for parents/guardians
- Maintaining a log of PIO actions and all communications
- Periodically interacting with the media and district communications
- Preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and correcting any misinformation

Safety coordinator

The safety coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. Specific duties of the safety coordinator may include:

- Stopping any and all unsafe activities
- Periodically checking with the incident commander for situation briefings and updates
- Maintaining all records and documentation as assigned by the incident commander
- Monitoring drills, exercises, and emergency response activities for safety
- Identifying safety hazards
- Ensuring that team members use appropriate safety equipment

Supplies and equipment for Command Team

- School emergency response containers
- Copy of the comprehensive school safety plan and contact information

- Campus maps
- Staff cell phone lists
- Staff email lists
- Master keys – note: these must be kept in a very secure location or with specific authorized individuals
- Copies of staff and student rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated am/FM radio
- First aid kit
- Clipboard, paper, pens
- Hard hat
- Vest or position identifier
- Large campus map

First Aid/Medical Team

The first aid/medical team is responsible for ensuring that first aid supplies are available and that first aid and triage is rendered during an emergency, including establishing a triage area. This may be moved or taken over by fire/rescue personnel responding to the scene. Most likely, triage areas setup will be utilized by responding personnel. When setting up triage areas:

- Select a safe location
- Provide enough space for red/yellow/green
- Stage first aid kits and personnel at triage area
- Account for space needed by responding agencies (fire trucks, paramedics, ambulance, helicopters)
- Identify a landing zone if life-flight helicopter may be needed and inform responders of hazards

First aid/medical team leader

The first aid/medical team leader is responsible for directing team activities by periodically interacting with operations to determine medical needs and planned actions. Specific duties of the first aid/medical team leader may include:

- Assigning first aid personnel, coordinating training, and assessing available inventory of supplies & equipment
- Designating and setting up first aid/medical treatment and/or triage areas, with access to emergency vehicles
- Determining the need for skilled medical assistance, and overseeing care,

- treatment, and assessment of patients
- Periodically keeping operations informed of overall status
- Completing the injury reports

First aid/medical team members

The members of the first aid/medical team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. All team members should have first aid/CPR/AED training. Specific duties of the members of the first aid/medical team may include:

- Setting up first aid area, triage and/or temporary morgue
- Triage/first aid response
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered
- Reporting critical injuries or deaths immediately to first aid/medical team leader
- Recording information on transport to hospital by first responders
- Supplies and equipment for first aid/medical team
- Vest or position identifier

First aid supplies

- Non-latex disposable exam gloves
- AED (if school has one on campus)
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury report

In a disaster, there may be delays before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics and trauma care. *pediatric emergency facilities usually accept patients up to age 22.

Psychological First Aid/Crisis Team

The psychological first aid team, or crisis team, is responsible for the social-emotional well-being of students on campus during an emergency. The team provides psychological first aid as needed in the immediate aftermath of a critical incident or emergency.

Psychological first aid team leader

The psychological first aid team leader is responsible for directing team activities and periodically interacting with operations to identify concerns and report status. The psychological first aid team leader is also responsible for assigning personnel as needed and ensuring appropriate training is provided.

Psychological first aid team members

The members of the psychological first aid team are responsible for monitoring the social-emotional safety and well-being of the students and staff in the assembly area and first aid area. Specific duties of the members of the psychological first aid team may include:

- Psychological triage/first aid
- Providing reassurance to students
- Updating records of the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident
- Coordinating with operations to provide water and food to students and staff when necessary
- Supporting other teams, as needed

Supplies and equipment for the psychological first aid team

- Vest or position identifier
- Held two-way radio
- Ground cover and tarps
- First aid kit
- Paper, pens and pencils

Search and Rescue Team

The search and rescue team is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more search and rescue teams at a school. Each team must have four members.

Search and rescue team leader

The search and rescue team leader is responsible for directing team activities, keeping operations informed of overall status, and coordinating appropriate training. Specific duties of the search and rescue team leader may include:

- Obtaining briefings from operations and the assembly area team, noting missing students and any other situations requiring response
- Assigning and recording search and rescue teams based on available manpower, maintaining 4 persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search and rescue team members

The members of the search and rescue team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the search and rescue team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to team leader upon discovery
- Rescuing trapped survivors on campus
- Evacuating survivors with mobility challenges
- Working with the utilities team and fire suppression team in shutting off gas or extinguishing fires as appropriate
- Periodically reporting to the team leader, the location, number, and condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms
- Sealing off and posting areas where hazardous conditions exist
- Contacting security/utilities team to secure the building from reentry after the search

Supplies and equipment for search and rescue teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher

- Water bib key
- Blankets
- Bolt cutters (for cutting grates from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- First aid backpack (one team member wears it)

Many of these materials are found in the go kits.

Security/Utilities Team

The security/utilities team is responsible for the security of the school site and its population during an emergency. The security/utilities team will coordinate activities with operations as required. Close coordination with the reunion gate team is necessary to safely reunite students with their parents/guardians or lawful guardians. The security/utilities team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities. This team includes participation by the school resource officer (if available) or school security officer, campus aides, and members of the custodial staff.

Security/utilities team leader

The security/utilities team leader is responsible for directing team activities and interacting with operations to identify problems and report status, and coordinates appropriate training. The security/utilities team leader is also responsible for contacting the planning and intelligence section that will, in turn, notify local utility companies (water, electricity, gas, sewer) as needed.

Security/utilities team members

The members of the security/utilities team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut-off utilities, as needed. Specific duties of the members of the security/utilities team may include:

- Locking all external gates and doors; unlocking some gates when appropriate
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents/guardians
- Keeping students and staff out of buildings, as necessary
- Assisting at reunion gate, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so by command post

Supplies and equipment for security/utilities team

- Vest or position identifier
- Hard hat, gloves and any personal protective equipment
- Master keys
- Hand-held two-way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

Supply/Equipment Team

The supply/equipment team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with the supplies cached in the emergency bin and cafeteria storage room.

Supply/equipment team leader

The supply/equipment team leader is responsible for directing team activities and keeping the logistics coordinator informed of overall status. Specific duties of the supply/equipment team leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring food/shelter/care
- Work with planning & intelligence coordinator to determine the length of time care will be needed

- Inventory supplies on hand

Supply/equipment team members

The members of the supply/equipment team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the supply/equipment team may include:

- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Determining supply/equipment needs for any persons with special needs
- Controlling conservation of water

Supplies and equipment for supply/equipment team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Assembly Area Team

The assembly area team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to operations. Operations will then relay reports of missing students to the search and rescue team.

Assembly area team leader

The assembly area team leader is responsible for directing team activities and periodically interacting with operations to identify problems and report status. The assembly area team leader is also responsible for collecting the missing persons report from team members and providing the report to the incident commander.

Assembly area team members

The members of the assembly area team are responsible for performing the safe evacuation and accounting of students and staff during an emergency. Specific duties of the members of the assembly area team may include:

- Obtaining reports of missing students from teachers or other personnel
- Ensuring that students are orderly and supervised so that they can be found quickly when parents/guardians arrive
- Gathering the missing person report from each teacher and submitting forms to the assembly area team leader
- Assisting the reunion gate team as required

Supplies and equipment for assembly area team

- Copy of site plot plan and vicinity map showing designated on and off-site assembly areas
- Injury reports and missing persons reports
- Bullhorn
- Clipboard and pens for forms

Request and Reunion Gate Teams

Request gate team

The request gate team is responsible for processing parent requests for student release during an emergency.

Request gate team leader

The request gate team leader is responsible for directing team activities and periodically interacting with operations to identify problems and report status, and coordinating appropriate training. The request gate team leader will refer all outside requests for information to the public information officer.

Request gate team members

The members of the request gate team are responsible for greeting parents/guardians/designees, providing them with the paperwork authorizing the holders to reunite with their students at the reunion gate, and checking identification. Specific duties of the members of the request gate team may include:

- Greeting and quickly directing parents/guardians, guardians, or designees to the counselors, as appropriate
- Providing reassurance to parents/guardians, guardians, or designees and maintaining order. The use of large signs showing the school status in all languages is suggested.
- Checking identification
- Directing parents/guardians or guardians to the reunion gate
- Dispatching student runners to assembly area to escort students whose parents/guardians have come to claim them

Supplies and equipment for request gate teams

- Keys to request gate
- Student lists
- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Sign-making materials
- Bullhorn
- Reunification forms

**** Mass Reunion Planning ****

The request and reunion gate teams need to have an expansion plan for a massive influx of parents/guardians. The following activities should be part of every school's request/reunion gate preparedness program:

- Cross-train other teams to assist.
- When the search and rescue team members are done with their assignment, they may be re-assigned by the operations section chief to assist the request or reunion gate team.
- Ensure that there are enough supplies (pens, forms etc.) For the additional request gate team members so that additional stations can be opened.
- Have a plan to reorganize the request gate to divide the parents/guardians into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school.
- Ensure that there are sign making supplies to allow for reorganization.

Reunion gate team

The reunion gate team is responsible for compassionately reuniting parents/guardians or guardians with students. Reunion gate personnel should have a plan in place to notify parents/guardians about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus.

Members of the psychological first aid team and security team may be asked to assist the reunion gate team. In the event that a child is injured, it is recommended that the parents/guardians be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the psychological first aid team stay with the parent and assist them.

Reunion gate team leader

The reunion gate team leader is responsible for directing team activities and periodically interacting with operations to identify problems, request additional personnel, and report status. The reunion gate team leader will refer all requests for information to the public information officer. The reunion gate team leader is also responsible for collecting the student release log from the team members and should have the forms readily available to operations.

Reunion gate team members

The members of the reunion gate team are responsible for greeting parents/guardians, guardians, or designees and reuniting them with their students at the designated reunion gate. Specific duties of the members of the reunion gate team may include:

- Greeting parents/guardians, guardians, or designees at the reunion gate
- Verifying identification and authenticity of reunification forms
- Confirming students recognize the authorized adults who come to claim them and requiring adults to sign students out of school
- Completing student release log and submitting them to the reunion gate team leader

Supplies and equipment

- Hand-held two-way radios
- Tables and chairs
- Office supplies –pens, paper, clipboards, release forms, etc.
- Student lists
- Flashlights
- Keys to reunion gate
- Materials for sign-out log
- Student release log

Fire Suppression/Hazmat Team

The fire suppression and hazmat team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency if first responders are unavailable. The district or local fire protection agencies should provide ongoing training in this regard. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with operations. Team members complete the damage assessment report forms.

Fire suppression and hazmat team leader

The fire suppression and hazmat team leader is responsible for directing team activities and periodically interacting with operations to identify problems and report status. The fire suppression and hazmat team leader is also responsible for gathering the damage assessment report forms from the team members and having forms readily available to operations.

Fire suppression and hazmat team members

The members of the fire suppression and hazmat team are responsible for extinguishing

fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the command post during an emergency. Copies of the damage assessment report form will be submitted to the team leader. Specific duties of the members of the fire suppression and hazmat team may include:

- Evaluating potential release of chemicals
- Identifying damaged areas on the damage assessment report form. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire:
 - Class a, b or c for ordinary combustibles
 - Class b or c for fires involving flammable liquids
 - Class c only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas.

Supplies and equipment for the fire suppression and hazmat team

- Vest or position identifier
- Hard hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two-way radios
- Master keys on lanyard
- Clipboard with job duties and damage assessment forms
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools.
- Site maps

Documentation/Command Post Liaison Position

The documentation/ communications position works under the planning and intelligence section and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what action was taken by the school in response to the emergency.

The documentation/command post liaison staff member will report to the command post.

Roles and responsibilities

The documentation/command post liaison staff member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the planning and intelligence section for status updates.
- Documenting all communications with the district emergency operations center (EOC)

and outside agencies.

- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage and first aid needs with the incident commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the incident commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.

The command post liaison staff member will collect, organize and analyze situation information and provide periodic updates. Specific duties may include:

- Listening to am/FM/ham radios for information
- Send catapult connect messages to students and staff
- Send updates on social media accounts
- Monitor other forms of social media communication (twitter, etc.)
- Updating site maps as reports and other information are received
- Preserving maps as legal documents
- Using an area-wide map to record information on major incidents such as road closures, utility outages, etc. That may impact the campus
- Developing situation reports for the incident Command Team

Supplies and equipment for the command post liaison position

- Hand-held radios
- File boxes
- Paper, pens
- AM/FM battery radios
- Damage assessment reports
- Maps of event by the hour

SECTION 6: Critical Incident / Disaster Procedures

Part 1: General Information:

When calling 911

If yours or another person's life is in danger, call 911 immediately.

- Stay calm, take a deep breath, and speak clearly.
- State your name and position/title
- State nature of emergency ("I'm reporting a medical emergency / fire / threat / injury").
- State the location of the emergency
- If you are in immediate danger, tell the 911 dispatcher, "I am in immediate danger."
- Provide specific location of emergency (e.g., "Butte school, 2nd floor, room #200").
- Provide description of anyone being reported: name, physical appearance, clothing, behavior, location, direction of travel, vehicle description.
- Do not end call until the 911 dispatcher tells you to.
- Let the 911 dispatcher ask questions and guide conversation. Often, emergency services are being dispatched while you are on the line.
- Follow the 911 dispatcher's directions. Ask for clarification if you do not understand.
- Stay alert and scan your environment.
- Provide the 911 dispatcher with specific details that may help in locating a suspect, stopping the problem, prevent responders from being injured, or sending appropriate assistance.
- Notify the principal about the call.

Public Employees as Disaster Service Workers

California government code section 3100- all school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed
- A federal disaster declaration has been made

Note: No public-school employee may leave the school site during a declared emergency until formally released.

Post-Disaster Shelters

Please note that there are procedures which are followed by the District before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the office of the Superintendent of Schools.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster:

- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters
- Plan and arrange in advance to assure that you are prepared for outsiders to come into the school
- Secure confidential records and files
- Mark areas as 'off-limits' with signs and caution tape
- Make signs to clearly designate restroom areas
- Make signs to clearly designate public and non-public areas

Part 2: Accident or Injury (Serious)

Description: A serious accident or injury is an injury which may be life threatening if immediate medical treatment is not obtained. It may also be non-life threatening but still result in serious injury or permanent bodily damage if medical treatment is not obtained. To this end, it is imperative that any injury be carefully evaluated so as not to overlook something a medical professional might deem as serious. If in doubt, always err on the side of caution and obtain medical services. This can best be accomplished by dialing 911. Paramedics are very skilled at making assessments of severity of injury.

Alert signal: Announcement

Option 2: "STAY, STAY, out of the way."

General Concepts:

- Call 911 for any serious or life-threatening injury. Do not delay treatment.
- The place of any accident or serious injury needs to be preserved until the situation has been evaluated. Do not destroy what could be potential evidence.
- Any serious injury on campus will be traumatic to at least some portion of the school community.
- Keep students away from view of the scene. Utilize action alerts to control movement, clear areas, and keep people away from the scene. This may be accomplished by 'stacking' action alerts.
- Staff may be affected as well as students, and may feel additional stress from feelings of guilt.

Part 3: Active Assailant / Gunfire

Description:

An **active assailant** (aka: active shooter) is a gunman **killing or attempting to kill people** in a confined populated area. If there is notice of a credible threat, evacuation may be the best option. If the threat is actively engaged on campus or is imminent, a lockdown is usually the best option. In extreme cases, individuals including staff and students will need to defend themselves against death by engaging the active assailant. "Stay alive at all costs!"

If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures. Do not delay. Do not question the sound of gunshots. React immediately.

Alert signal: Announcement, maybe alarm.

Option 1: "LOCKDOWN, LOCKDOWN, LOCKDOWN, for active assailant!"

Option 2: "EVACUATE, EVACUATE, EVACUATE, for credible threat to the campus. Leave campus immediately! Teachers take/direct students to (*offsite reunification point or place of safety*)."

Option 3: "Relocate for REUNIFICATION. We need to move off-site. Staff and students report to your designated transportation assembly area. All students will stay with their teachers."

Utilize the '**RUN, HIDE, FIGHT**' response to active threats.

Active assailant (active shooter) general procedures

- If you witness a weapon-use incident, call for a lockdown and call 911.
- Notify administrator as quickly as it is safely possible.
- If you are outside, move immediately off-campus if possible, or get to a room to lockdown.
- Immediately clear students from hallways and bathrooms outside the classroom by moving them into your classroom, being careful not to bring the shooter in with you.
- Close your locked doors leading to hallways, commons areas and outside.
- Move students out of view, turn off lights and pull shades on windows to limit visibility.
- Barricade door. Do not allow anyone in the room. Make it impossible to get in.
- Ignore bells and alarms unless otherwise instructed through announcements.
- Allow no one in or out of classroom until a uniformed officer opens your door.
- Remain quiet!
- If there is an immediate threat (shooter is entering your classroom), you may need to "fight" the shooter if running away is not an option. Do not wait or fail to act. Fight as if your life depends on it, because it does.
- Use RED/GREEN card to indicate need for medical help.

- When safe to do so, take attendance and report missing or extra students by text, email or phone to the office unless instructed differently.
- If the weapon(s) has been dropped or discarded, secure the area where it is located. It is normally best not to attempt to handle it yourself. Notify the administrator or responding public safety personnel immediately.
- A weapon-use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
- There may be hazards from blood or other bodily fluids at the scene. Do not touch. Take pictures before washing yourself off. These will be evidence later. Collect soiled clothing in paper bags for evidence, and give to police investigators.

Incident Command Procedures:

School Incident Commander (Principal):

- The school incident commander (principal/designee) will initiate a lockdown, the recommended appropriate immediate response action.
- The school incident commander will call 911 and provide the exact location and nature of the incident. The school incident commander should designate a person to remain on the phone line with the 911 dispatcher.
- The school incident commander activates the incident command (ICS) team.
- Utilize run, hide, fight protocols.
- Notify the district and/or operations coordinator and request assistance.
- Coordinate police response to the site, provide clear direction of shooter location if known
- Coordinate medical assistance, have them at the scene and ready (this will usually happen automatically after calling 911)
- Establish command post liaison to field messages from your teams
- Set or move command post to a safe distance
- Coordinate transportation so busses can start heading your way
- Prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the Crisis/Psychological First Aid Team to ensure notification of parents and family members of the wounded.
-

Planning and Intelligence Team:

- Notify the district and/or operations coordinator and request assistance.
- Contact PIO and prepare a message for parents/guardians
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.
- Obtain information regarding injuries and immediate medical needs and provide to incident commander

- Start a log/report on the incident to capture actions/events/times

Operations Team:

- Ensure that perimeter gates are secured to the outside and that all students, staff and visitors are safely secured behind locked doors. Keep people out, but do not trap students in!!
- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular pa announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active assailant on campus as defined above and students are in imminent danger, the incident commander may initiate a relocation (evacuate) if that action does not place students in the path of the gunman but provides an additional level of safety. This action may apply to the entire campus, or just an affected portion. (This would be more common for large schools/campuses)
- The First Aid/Medical Team actions are listed below

Communications/PIO:

- Refer to the 'communications' section of this plan for immediate response actions
- Refer to the 'emergency communications guidebook' for more extensive guidelines and instruction

EOC Liaison

- Connect with the school incident commander in person, by phone, or radio and provide resources from the district that might include the following:
 - Notify other schools within the district for situational awareness. Coordinated attacks are often considered during pre-planning.
 - Dispatch the crisis team to the school relocation point.
 - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
 - Send out a message to parents/guardians from the district office with additional information.
 - Meet with parents/guardians at a safe staging location, outside the secured relocation point perimeter, and keep the parents/guardians informed using bilingual support staff from the district office.
 - Assist with reunification.
 - Coordinate staff augmentation as needed. This may be from other schools within the district or other districts.

First aid/medical team

- Work with first responders and local authorities to ensure injured students and staff receive medical attention.
- Utilize triage method to establish priority (red, yellow, green)
- Prepare a verified list of any wounded, and the locations to which they were transported.

- Get parent cell phone numbers from wounded or emergency cards, and document while still next to victim.
- Write parent name and cell phone number on inside of victim's arm, thigh, or under shirt (**do not let media see**) to speed processing at hospital
- Write critical medical conditions (diabetic, allergy to morphine, extreme autism, etc.) on victim's torso to speed trauma triage process at the hospital and aid in treatment

Rapid relocation

School incident commander:

- Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
- Inform 911 of the decision to leave campus and where you are going. Keep law enforcement updated with information about any students and staff who do not arrive at the designated relocation point.
- Calm students, create a perimeter to separate the school population from others who may be present, and re-establish incident Command Teams with available staff.
- Confer with the *crisis/psychological first aid team* to ensure notification of parents/guardians and family members of the wounded.
- All **media inquiries** will be referred to the designated public information officer.
- Direct the *planning and intelligence team leader* or other authorized user to open a report on the incident.
- Once the incident has concluded and the campus has been determined to be safe, the school incident commander will initiate the **all clear** action.
- Debrief with staff and police officers.

Most common ICS scenario for this type of incident:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)
- Supply/Equipment Team** (logistics)

- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

Part 4: Biological/Chemical Weapons

Description:

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, teargas, and other vaporous irritants.

Pranks using stink bombs should also be considered a chemical weapons attack until deemed safe by professional responders (police/fire/HAZMAT).

RELATED- see Hazardous Material / Chemical Incident section of this plan for accidental spills or releases of toxic or hazardous substances.

Alert signal: Announcement

Option 1: "Shelter, Shelter, Shelter, for hazmat! Seal doors and windows."

Option 2: "Evacuate, Evacuate, Evacuate for hazmat! Move 1,000 ft upwind."

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the site administrator.

The site administrator shall notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by intercom.

General Procedures:

If the agent is delivered via dispersion device that is outdoors:

- Initiate "Shelter, Shelter, Shelter, for hazmat! Seal doors and windows."
- All staff and students to be moved indoors.
- Keep students inside and take role.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover events with plastic or thick paper using tape to create a seal.

- Seal all windows and doors, and any additional gaps or holes. Cover with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Director, Director's designee, or officers of emergency response agencies.
- Immediately report any injuries or illness to the Director, Director's designee, or officers of emergency response agencies.
- Setup ICS
- Notify EOC

If the agent is delivered via dispersion device that is indoors:

- Initiate "evacuate, evacuate, evacuate for hazmat! Move 1000-ft upwind."
- Check wind direction and announce location to evacuate upwind. Role should be taken.
- Remain in the safe area until notified to leave by the Director, Director's designee, or officers of emergency response agencies.
- The HVAC system should be shut down immediately.
- Setup ICS
- Notify EOC

Emergency Responders:

In any situation involving biological or chemical weapons the Director and staff must follow all instructions given by emergency responders.

Communications:

The District will develop an action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control.

Most common ICS scenario for this type of incident:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)

- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

Part 5: Bomb Threat

Description:

We take all bomb threats seriously. They are considered **serious, imminent threats to school safety** and must be reported immediately. Do not turn electrical devices on/off, incl. Lights.

Alert signal: Announcement

Option 1: Do not alert (no signal)

Option 2: EVACUATE, EVACUATE, EVACUATE to (name area to evacuate to 1000 ft away) for (hazardous situation)

It will be the site administrator's decision whether or not to evacuate.

If you observe a suspicious object or potential bomb on property, do not handle the object, immediately notify 911.

If you receive a **bomb threat by phone:**

- Visually scan for any unusual or suspicious objects.
- Do not turn electrical devices on/off, including lights.
- Pay attention to specifics of the threat and ask questions.
- Ask:
 - Where is the bomb?
 - What kind of bomb is it?
 - When is it intended to detonate?
 - How does is the bomb triggered?
- Keep the caller on the phone as long as possible. *"I understand you are upset; will you explain to me why you are upset? I don't know anything."*
- Try to determine the gender and age of the caller.
- Do not hang up the phone even after the conversation has ended. Leave the line open for tracking purposes, unless you are sure the call has been disconnected.
- Limit the unnecessary use of cell phones and handheld radios. Wireless communication devices can detonate explosive devices.
- Fill out the checklist below:
 - Phone number that received call:
 - Location or office of phone:
 - Time call ended:

- Description of caller's voice:
- Mood? *Angry excited calm laughing crying*
- Pitch? *Deep medium-pitched high-pitched*
- Volume? *Quiet loud whisper*
- Speed? *Rapid slow*
- Misc. *Raspy disguised coughing slurred accent nasal crackly*
- If the voice is familiar to you, who did it sound like?
- Background noises: *street/traffic animal office static school construction music silence music motor voices pa system kitchen noises*
- Was the caller familiar with the building?

Incident command steps:

Principal:

- Call 911 to have law enforcement assess the threat
- Inform the district's EOC
- Be prepared to **evacuate**.
- Activate incident command system, establish a command post, and delegate tasks to key staff.
- Notify the EOC to coordinate logistics, communication, and transportation, if needed.

Staff:

- Notify principal immediately.

If you become aware of a **written bomb threat**:

- Visually scan for any unusual or suspicious objects.
- Do not turn electrical devices on/off, including lights.

Principal:

- Call 911 to have law enforcement assess the threat.
- Inform the district's EOC
- Preserve the evidence. Do not erase it (e.g., writing on bathroom wall).
- Do not handle the evidence. (e.g., a note). Place note in a plastic bag, if available.
- Photograph threats written on walls.
- Seal the area (e.g., bathroom or classroom) to prevent students from seeing the threat.
- Limit the unnecessary use of cell phones and handheld radios. Wireless communication devices can detonate explosive devices.
- Be prepared to **evacuate**.

Staff:

- Notify principal immediately.

- Activate incident command system, establish a command post, and delegate tasks to key staff.
- Notify the EOC to coordinate logistics, communication, and transportation, if needed.

WHEN TO EVACUATE:

If a suspicious device or object is found, evacuate 1,000 ft. (outdoor distance) Away from the object.

If the location of the bomb is not specifically designated and no suspicious device or object is found, students will be kept in the classroom.

The Director will make the decision to evacuate the building. However, if possible, this decision should be made after consulting with law enforcement authorities.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them and a school administrator or designee who is familiar with the school.

Re-occupation of an evacuated building will be authorized by the Director, only after consulting with law enforcement authorities.

 BOMB THREAT STAND-OFF CHART

Threat Description Improvised Explosive Device (IED)	Explosives Capacity ¹ (TNT Equivalent)	Building Evacuation Distance ²	Outdoor Evacuation Distance ³
 Pipe Bomb	5 LBS	70 FT	1200 FT
 Suicide Bomber	20 LBS	110 FT	1700 FT
 Briefcase/Suitcase	50 LBS	150 FT	1850 FT
 Car	500 LBS	320 FT	1500 FT
 SUV/Van	1,000 LBS	400 FT	2400 FT
 Small Moving Van/ Delivery Truck	4,000 LBS	640 FT	3800 FT
 Moving Van/ Water Truck	10,000 LBS	860 FT	5100 FT
 Semi-Trailer	60,000 LBS	1570 FT	9300 FT

1. These capacities are based on the maximum weight of explosive material that could reasonably fit in a container of similar size.

2. Personnel in buildings are provided a high degree of protection from death or serious injury; however, glass breakage and building debris may still cause some injuries. Unstrengthened buildings can be expected to sustain damage that approximates five percent of their replacement cost.

3. If personnel cannot enter a building to seek shelter they must evacuate to the minimum distance recommended by Outdoor Evacuation Distance. These distance is governed by the greater hazard of fragmentation distance, glass breakage or threshold for ear drum rupture.

Most common ICS scenario for this type of incident:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)
- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

Part 6: Civil Disturbance Procedures

Description: For purposes of this plan, it is presumed the civil disturbance is external to the school property and the school intends to protect its population by shielding it from the disturbance.

Civil disturbances are actions or activities which cause disruption to the normal peace of persons, processes, or places. Civil disturbances may start off as non-violent and are often expressed as protests. However, many times these types of incidents quickly escalate to violence, damage to property, and disruption of services. All of these are crimes and what may have started as a “peaceful protest” has turned criminal. The biggest risk during this type of incident is that of emotion. Emotions are unpredictable and tend to flare out of control at these types of events. Because of this, de-escalation techniques are a good potential first step in addressing this problem.

School is not a place for civil disturbance nor politicking, rather it is a place for public education. However, often times parents, students, or even staff resort to politicizing a school environment. During these situations, it is important to preserve the rights of all peoples, but first and foremost to ensure the safety of the school population.

Free speech and lawful assembly are not civil disturbances. Civil disturbances happen when legal lines are crossed. Therefore, it is important to shield the school population from such events. This can be accomplished in many ways, such as issuing a “SECURE” Action Alert to prevent the problem from entering the school.

As it is not uncommon for students to ‘walk-out’ in protest of an event, schools should account for this possibility and identify ahead of time how they will handle such situations. Some institutions will assign ICS teams to simply follow the student group to ensure safety. Others will prohibit any such activity and implement disciplinary action. However, it is handled, a plan should be made for how each school intends to deal with a situation such as described.

Alert Signal: Announcement

Option 1: “Secure, Secure, Secure the campus, for a problem in the area.”

Option 2: “LOCKDOWN, LOCKDOWN, LOCKDOWN, for a threat from a riot on the campus. Police are on their way.”

General Concepts:

- Any known disturbance should be reported immediately to the site administrator.
- If the situation is OFF-CAMPUS, the incident commander should call a “SECURE” Action Alert.

- If the situation is ON-CAMPUS and is violent or turning violent, or may include the use of firearms, the incident commander should call for a ‘LOCKDOWN’ Action Alert.
- If the disturbance is affecting normal school or facility operations, the Director should notify law enforcement authorities immediately.
- As necessary, alert all site employees of the situation by intercom.

If the event is major, the site supervisor will activate the district EOC to develop an action plan to deal with the situation as well as the following:

- Telephone inquiries and rumor control
- Media relations and public information
- Employee/student crisis counseling
- Facility damage assessment/control

Site staff should consider the following steps based on the situation:

Inside

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take role
- If feasible, move all students to a center point and keep low to the ground. Stay away from all doors and windows.
- Never open the door or window to anyone except law enforcement or someone in authority.
- Keep students inside classroom, regardless of lunch or recess until you are told by the Director or the Director’s designee that the situation has been resolved.

Outside

- Immediately have staff and students seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room, not necessarily the room they are assigned.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Director or law enforcement or someone in authority.

Site administrator and staff must follow all instructions given by responding law enforcement.

Most common ICS scenario for this type of incident:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)

- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)
- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

Part 7: Cyber-Attack (cyber security)

Description: Cyber threats can be accidental or deliberate and disrupt education and critical operations; expose sensitive personally identifiable information (PII) of students, teachers, and staff; and lead to high recovery costs. As an example of the impact of these types of threats, students' PII, such as social security numbers, was accidentally posted on a Florida school district website; this resulted in students suing the school board.

A report from Privacy Rights Clearinghouse provides some indication of the extent of the problem. The PRC reports 788 data breaches have occurred in K-12 schools and institutions of higher education that led to 14,871,122 compromised records since 2005. With the rise of technology use in schools, these figures are likely to only increase. Schools cannot ignore the need to plan for cyber threats in their emergency operations plans.

Alert signal: None

Option 1: No alert. A cyber-attack does not generally require a physical action, rather it is handled by IT staff. Of course, if a situation exists which changes the scenario (i.e.: water contamination due to cyber-attack) then the course of action would adjust to address the alternate problem event.

Option 2: Alert staff via alternative messaging, such as text, in-person, or announcement to the fact the computer systems are not currently accessible or to provide further instructions.

Administrative Action:

- Inform staff the problem is being worked on. This will prevent further disruption as staff would otherwise independently realize there was an issue and numerous reports of the issue would be received after considerable time spent trying to figure out the issue on their own.
- Verbal notification to information technology help desk.

Part 8: Death or Suicide Attempt

Death on campus

Description: A death on campus could be as a result of a number of causal factors. Sudden death of student athletes has become more frequent in recent years. While most suicides do not occur on school campuses, it is possible to experience this type of incident. Active assailant/school shooting incidents almost always result in the death of at least a few students. No matter the cause, the death of a student or teacher is a serious incident and needs to be handled carefully.

***Also see “Mental Health Crisis” section within this plan for school-wide strategies and procedures associated with this topic.*

Alert signal: Announcement

Option 1: “SECURE, SECURE, SECURE the campus. Students are to return to all classrooms.”

Option 2: “STAY, STAY, out of the way.”

Option 3: “We need to RELOCATE all staff and students from building A to the library. Building A, please move to the library immediately. All students will stay with their teachers.”

General Concepts:

- The place of any death or serious injury is a crime scene until determined it is not, by law enforcement investigators. Do not destroy what could be potential evidence.
- Any death on campus will be traumatic to at least some portion of the school community.
- Keep students away from view of the scene. Images last forever. Utilize action alerts to control movement, clear areas, and keep people away from the scene. This may be accomplished by ‘stacking’ action alerts.
- Engage mental health resources for the school community early on. The sooner the engagement, the better the outcome.
- Staff will be affected as well as students.

Incident Command Steps:

Principal Actions:

- Ensure 911 has been called
- Notify the school nurse
- Issue a **SECURE** or **STAY** action alert

- After the “**SECURE**” action alert, issue a “**STAY**” action alert so staff is aware of a problem which does not pose a danger to the school community, but will involve sirens and rescue personnel on campus.
- Document all persons involved, including officers and the fire captain
- Notify the Superintendent’s office and the district’s EOC. The school will become a crime scene until law enforcement completes their investigation into the circumstances. This could be up to 24 hours or more.
- Notify the Director of School Safety & Security
- Engage the PIO
- Do not make statements to the media without PIO authorization

Staff Actions:

- Call 911, as appropriate.
- Render first aid until professional medical treatment and/or transportation can be received. Provide all life saving measures in which you are trained.
- Notify the school nurse
- Ask, “what happened?”
- Inform the school site administrator/designee immediately or as soon as practically possible.
- Clear the area by relocating nearby students and staff, as soon as practically possible and secure the scene.
- Call for a “**Secure**” action alert. Secure the school to get students away from the incident and clear anyone from the scene.
- After the “**Secure**” action alert, issue a “**Stay**” action alert so staff is aware of a problem which does not pose a danger to the school community.
- Inform the parent/guardian as soon as practically possible. This may be handled by law enforcement.
- Ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student and others who might have been exposed or triggered by the incident.
- Document names of anyone who was around the victim when you arrived. Law enforcement will need to speak to them as part of the investigation.

Do not make any statements to the media

Responding to Student Suicide Actions

In case of a student suicide attempt, the health and safety of the student is paramount. The following are important steps to consider in these situations:

In-school suicide attempt:

- Call 911.

- Render first aid until professional medical treatment and/or transportation can be received.
- Supervise the student to ensure their safety.
- Inform the school site administrator/designee immediately or as soon as practically possible.
- Clear the area by relocating nearby students and staff, as soon as practically possible.
- Call for a “secure” action alert. Secure the school to get students away from the incident.
- Inform the parent/guardian.
- Ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student and others who might have been exposed or triggered by the incident.
- Engage the PIO early on and prior to issuing any messaging

Out-of-school suicide attempt

- If the student contacts a staff member and expresses suicidal ideation, the staff member should attempt to maintain contact with the student (either in person, online, or on the phone).
- Inform the school site administrator/designee and/or suicide prevention liaison immediately for support and guidance.
- Call 911 or local law enforcement to initiate a welfare check, as appropriate.
- Inform the parent/guardian.
- Ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student.

Documentation and records

- The administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report.
- Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student’s cumulative records.
- If a student for whom a report has been completed transfers to a school within or outside the district, the sending school may contact the receiving school to share information and concerns, as appropriate, to facilitate a successful supportive transition. To ensure a continuity of care within the district, a safety plan with the new school’s crisis team should be developed, as appropriate.

Suicidal Ideation

Secure the safety of the student

- For immediate, emergency life threatening situations call 911.
- Supervise student at all times. Ensure the physical environment the student is in is free of any items/objects that could potentially be harmful, such as scissors, letter openers, staplers, pushpins, pencils, sharpeners.

- If appropriate, conduct an administrative search of the student to ensure there is no access to means, such as razor blades or pills.
- If a student is agitated, unable to be contained or there is a need for immediate assistance, call 911 and advise the dispatcher of a mental health crisis
- District employees should not transport students. Only local law enforcement or fire/medical personnel are authorized to transport an individual for a psychiatric evaluation (5150 WIC) if the current circumstances meet the criteria.
- If the school receives information that the student may pose a danger to self and/or others but is not in attendance, contact law enforcement to conduct a welfare check to determine the safety and well-being of the student, as well as others.

Assess for suicide risk

- The administrator/designee or the designated suicide prevention liaison should gather essential background information that will help with assessing the student's risk for suicide (e.g., what the student said or did, information that prompted concern or suspicion, copies of any concerning writings, drawings, text messages, social media).
- The administrator/designee or the designated suicide prevention liaison should meet with the student to complete a risk assessment. Based on the information gathered and assessment of the student, the assessing party should collaborate with at least one other designated school site crisis team member to determine the level of risk.
- Any consultations made by the assessing party should be in a confidential setting and not in the presence of the student of concern. Another designated staff member should supervise the student at all times
- If the level of risk is determined to be moderate or high, contact law enforcement or paramedics via 911. Both agencies are authorized to assess, determine if the current circumstances meet the criteria, and transport an individual for a psychiatric evaluation (5150/5585), if needed. It is not necessary to call both agencies for a response.

The privacy of all students should be protected at all times. Disclose confidential information only on a right-to-know / need-to-know basis (both are required)

Communicate with Parent/Guardian

The assessing party should contact the parent/guardian or consult the emergency card for an authorized third party. When communicating with parent/guardian:

- Share concerns and provide recommendations for establishing safety in the home with "means restriction" (e.g., securing/removing firearms, medications, cleaning supplies, cutlery, and razor blades).
- If the student is transported to the hospital, communicate a plan for re-entry pursuant to student re-entry guidelines. Complete and provide parent/guardian with return to school

information for parent/guardian, which outlines steps to facilitate a positive transition back to school.

- Provide school and/or local community mental health resources, including the nearest mental health clinic or wellness center. Students with private health insurance should be referred to their provider.
- Facilitate contact with community agencies and follow-up to ensure access to services.
- Obtain parent/guardian permission to communicate with outside mental health care providers regarding their child using parent/guardian authorization for release/exchange of information. (HIPAA Release)
- Determine appropriate action plan

There are circumstances that might increase a student's suicide risk. Examples may include suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or being identified as a student of a vulnerable group.

The action plan determined should be documented and managed by the school site administrator/designee. Actions may include:

- A safety plan is a prioritized list of coping strategies and resources that a student may use before, during, or after a suicidal crisis.
- Throughout the safety planning process, a collaborative problem-solving approach should be used to assess and address any potential barriers the student may have with following through with the safety plan.
- If the student enrolls in a new school, the safety plan should be reviewed with the new school site crisis team to ensure continuity of care and revised as needed.

Return to school

- A student returning to school following psychiatric evaluation or hospitalization, including psychiatric and drug/alcohol inpatient treatment, must have written permission by a licensed California health care provider to attend school.
- If the student is absent or out of school due to a mental health evaluation/hospitalization, the school site administrator/designee should hold a re-entry meeting with key support staff, parents/guardians, and student upon their return to facilitate a successful transition.
- As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program.

Mobilize a support system and provide resources.

- Connect student and family with social, school and community supports.

- Refer the student to the nearest mental health clinic or wellness center, a community resource provider, or their health care provider for mental/physical health services

Monitor and manage.

- The administrator/designee should monitor and manage the case as it develops and until it has been determined that the student no longer poses an immediate threat to self.
- Maintain consistent communication with appropriate parties on a need to know basis.
- If the parent/guardian is not following the safety recommendations, a suspected child abuse report may be filed.

Emergency transport for treatment

When certificated staff accompany a student to the hospital

If fire/rescue or law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator should designate a certificated staff member to accompany the student if:

- The student requests the presence of a staff member.
- The school is unable to contact the parent/guardian
- Parent/guardian is unavailable to meet the student at the hospital.
- Deemed appropriate pursuant to circumstances, such as age, development level, or pertinent historical student information.
- If the student will be transported, the assessing party should obtain relevant student information, indicating summary of incident and pertinent historical information. This document should be provided to fire/medical or law enforcement prior to transporting to an emergency hospital.

Most common ICS scenario for this type of incident:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)
- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)

- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

Part 9: Earthquake Procedures

Description: An EARTHQUAKE causes ground shaking. This can result in damage to roads, buildings, and infrastructure. Earthquakes hit suddenly and without reasonable warning. To minimize risk of injury or death during an earthquake, the following procedures are targeted at finding shelter or protection from falling objects and/or flying debris.

Alert signal: Announcement

Option 1: “SHELTER, SHELTER, SHELTER, for earthquake. Drop, cover, and hold.”

Drop, cover, and hold procedures

This action is taken to protect students and staff from flying or falling debris, and is commonly used during an earthquake or explosion.

In most situations, you will reduce your chance of injury if you:



Drop where you are, onto your hands and knees.

- This position protects you from being knocked down.
- Allows you to stay low and crawl to shelter if nearby.



Cover your head and neck with one arm and hand

- If a sturdy table or desk is nearby, crawl underneath it for shelter
- If no shelter is nearby, crawl next to an interior wall (away from windows)
- Stay on your knees; bend over to protect vital organs



Hold on until shaking stops

- Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts
- No shelter: hold on to your head and neck with both arms and hands.

General Concepts:

- Be prepared for immediate aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.)
- Evaluate immediate area for injuries or medical aid situations.
- Call 911 if you have an immediate emergency such as a fire or serious injury.
- Assist injured with first aid treatment.
- Do not evacuate buildings or vehicles unless you have a hazard related reason to do so.
- Conduct a headcount to account for all personnel and students.
- Establish communications with your supervisor or Director, and follow emergency checklist and procedures.
- Assist any police or fire units that respond to your location.

Incident command steps:

Principal

The principal or designee becomes the **incident commander**

- Activate the school ICS team
- Announce the appropriate alert signal, “shelter, shelter, shelter for earthquake.” If the pa system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, bullhorn, etc. The incident commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions.
- Follow drop, cover, & hold followed by evacuation to the assembly area (if appropriate)
- Make notifications to the district and parents/guardians utilizing the communications handbook.
- Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the all clear action.

Staff

- Instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
- If outside, instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
- Move everyone away from windows.
- Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents);

away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.

- As soon as practical, assess for injuries.
- Report

Indoors

Duck, cover, and hold.

Get under desk or table. Move away from windows and objects that could fall. Stay under desk or table until shaking stops.

Outdoors

Move away from building, utility poles, and vehicles. Avoid all downed wires or electrical lines.

Do not run.

Most common ICS scenario for this type of incident:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)
- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

What to do Before, During, & After an Earthquake

What to do Before an Earthquake:

Recent earthquakes remind us that we live on a restless planet. But there are many important things we can do before, during, and after an earthquake to protect ourselves, our homes, and our families. Before an Earthquake. It is important for individuals, families, organizations, and communities to identify their risk, plan, create a disaster kit, and remove, relocate, or secure anything that can:

- Fall and hurt someone
- Fall and block an exit
- Fall and start a fire
- Require a lengthy or costly clean-up

All work areas should be inspected on an ongoing basis to ensure furniture is adequately secured from fall risk and any other items which may be standing or leaning are not able to fall and possibly injure someone during an earthquake.

What to do During an Earthquake:

DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.

DO NOT RUN OUT OF THE BUILDING DURING THE SHAKING AS OBJECTS MAY BE FALLING OFF THE BUILDING AND CAUSE SERIOUS INJURIES OR DEATH.

What to do After an Earthquake:

Safely evacuate. Please note that aftershocks could happen. These additional shaking events can be strong enough to do additional damage to already weakened structures and can occur in the first hours, days, weeks, or even months after the main earthquake. Have a professional engineer or local building official inspect the structural integrity of your home and/or building for potential damages. This should also include:

- Inspecting your chimney for unnoticed damage that could lead to fires. Even a few cracks not obvious at first glance can create an unsafe condition the next time the fire place is used.
- Checking for gas, electrical, sewer, and water line damages to avoid fire and hazardous leaks.

For more information, visit Ready.gov and ShakeOut.org.

Part 10: Explosion, Aircraft Crash, or Similar Incident

Description:

In the event of an explosion of any kind, toxic fumes may be the highest immediate risk. Smoke and fumes of any kind are considered **serious, imminent threats to school safety** until known otherwise, and must be reported immediately. Issue a **Shelter** alert or **Evacuate** alert, depending on the location of the explosion, crash, or other incident. If school structures are threatened, evacuate. If remaining indoors is safe, issue a shelter alert.

Alert signal: Announcement, possible Alarm

Option 1: "SHELTER, SHELTER, SHELTER for hazmat! Seal the room."

Option 2: "EVACUATE, EVACUATE, EVACUATE for hazmat to (designated location; 1000 ft upwind).

Option 3: EVACUATE, EVACUATE, EVACUATE to (name area to evacuate to 1000 ft away) for (hazardous situation)

If you observe an explosion or plane crash on or near school property, immediately notify 911.

WHEN TO SHELTER vs. EVACUATE:

SHELTER to keep students controlled, together, and indoors when:

- The source of the explosion is known and there is no risk of further explosions
- The building is not damaged from the explosion
- Fumes are not entering the school buildings

EVACUATE to move students to a safe area away from the school or buildings when:

- The source of the explosion is unknown and there may be more to come
- The building is damaged and no longer a viable place of shelter
- Smoke or fumes are entering the school and evacuation is necessary to go 1000ft upwind to avoid it
- The proximity of the explosion or crash is such that establishing proper distance from the problem while remaining within the school is not possible

Action Steps:

- If possible, duck and cover under desk or table.
- Visually scan for any unusual or suspicious objects which may cause additional explosions.
- Notify 911 of the explosion or crash.
- Assist any injured requiring first-aid treatment.

- If necessary, because of fire, building damage, etc. Evacuate building.
- Assist any persons who would have physical problems evacuating the building.
- Go to an outdoor evacuation assembly area which is hazard free and not affected by the explosion or crash.
- Keep fire lanes, streets, and walkways open for emergency responders.
- Stay in assembly area and account for all personnel and students.
- Do not return to buildings until authorized by fire department or Director.

Incident command steps:

Principal:

The principal or designee becomes the **incident commander**

- Call 911 to have law enforcement assess the threat/risk
- Activate the school ICS team
- Initiate catapult ems alert to emergency management team
- Announce the appropriate alert signal, “shelter, shelter, shelter for (*hazmat, smoke, explosion, etc.*).” If the pa system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, bullhorn, etc. The incident commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions.
- Be prepared to **evacuate**.
- Activate incident command system, establish a command post, and delegate tasks to key staff.
- Notify the EOC to coordinate logistics, communication, and transportation, if needed.
- Make notifications to the district and parents/guardians utilizing the communications handbook.
- Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the all clear action.

Staff:

- Notify principal immediately.
- Instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
- If outside, instruct students to shelter indoors immediately, unless instructed to evacuate.
- Move everyone away from windows in case of secondary explosions.
- Students with disabilities should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves)

that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.

- As soon as practical, assess for injuries.
- Report missing students to the incident commander
- Use RED/GREEN sheets to indicate injuries

Re-occupation of evacuated building will be authorized by the Director only after consulting with law enforcement authorities.

Most common ICS scenario for this type of incident:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)
- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

Part 11: Fire Procedures

Description: A fire impacts a school **if it occurs on-campus or in an off-campus location near the school.** Take appropriate action alert measures to protect students and staff. Announcements should be used as variation of a legitimate alarm. Recent school shooting events resulted in alarms being used to lure staff and students out of locked rooms.

Alert signal: Alarm AND Announcement

Option 1: "EVACUATE, EVACUATE, EVACUATE for fire on campus, to (designated location; upwind).

Option 2: "SHELTER, SHELTER, SHELTER for fire/smoke in the area, off campus."

Option 3: "Relocate for REUNIFICATION. We need to move off-site. Staff and students report to your designated transportation assembly area. All students will stay with their teachers

Fire on School Grounds

Incident Command Steps:

Staff Response:

- Direct all occupants out of the building
- Activate the fire alarm
- Report the fire to the school administrator
- Call 911 to report a fire, stay with on line and give specific information (name, address of school or facility, size of fire, nature of fire)
- In the event of a small fire, notify 911 and then use the nearest fire extinguisher to control the fire if you have been trained in its use. Do not attempt to fight large fires.
- In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students.
- Assist students in building evacuation and proceed to outdoor school evacuation areas.
- Assist any individuals who would have physical problems evacuating the building
- Teachers will notify the Assembly Area Team of missing students
- The Fire Suppression/HazMat Team will suppress fires and initiate rescue procedures as it is safe to do so until the local Fire Department arrives.
- The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles

- The Security/Utilities Team will notify the appropriate utility company of damages.
- If needed, the Logistics Team Leader will request buses for staff and student evacuation.
- The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the School Police and District Administrator of Operations.

Principal Response:

- The principal or designee becomes the Incident Commander activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
- Call 911 and provide the exact location (e.g., building, room, area) of the fire.
- Notify the district EOC of the fire.
- Notify and update parents via district communications guidelines
- Direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
- All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the “fire is out.”
- Initiate an Off-Site Relocation if warranted by changes in conditions
- Once the incident has concluded and the campus has been determined to be safe, the school incident commander will initiate the **all clear** action.
- Debrief with staff and fire personnel.

Fire in the Area, Off School Property:

Incident Command Steps:

Staff Response:

- Report the fire to the school administrator
- Wait for instructions from the school administrator
- In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students.
- Assist students in building evacuation and proceed to outdoor school evacuation areas.
- Assist any individuals who would have physical problems evacuating the building
- Teachers will notify the Assembly Area Team of missing students
- The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
- The Security/Utilities Team will notify the appropriate utility company of damages.
- If needed, the Logistics Team Leader will request buses for staff and student evacuation.

Principal Response:

- The principal or designee becomes the Incident Commander and activates the school ICS Team
- Determine appropriate action alert, if any
- Call 911 and provide the exact location (e.g., building, room, area) of the fire.
- Notify the district EOC of the fire.
- If smoke is impacting the school, turn off HVAC and issue a Shelter Alert. Evacuate and Relocate if necessary.
- Notify and update parents via district communications guidelines
- Initiate an Off-Site Relocation if warranted by changes in conditions
- Once the incident has concluded and the campus has been determined to be safe, the school incident commander will initiate the **all clear** action.
- Debrief with staff and fire personnel.

Rapid Relocation (if determined and ordered by school administrator)

School incident commander: - Follow 'Rapid Relocation' procedures in this plan.

- Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
- Inform 911 of the decision to leave campus and where you are going. Keep law enforcement updated with information about any students and staff who do not arrive at the designated relocation point.
- Calm students, create a perimeter to separate the school population from others who may be present, and re-establish incident Command Teams with available staff.
- All **media inquiries** will be referred to the designated public information officer.
- Direct the *planning and intelligence team leader* or other authorized user to open a report on the incident.
- Once the incident has concluded and the campus has been determined to be safe, the school incident commander will initiate the **all clear** action.
- Debrief with staff and fire personnel.

Most common ICS scenario for this type of incident:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)

- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)
- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

Part 12: Flood Procedures

Description: Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes rivers to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over local media. In the event of a flood, the following guidelines should be followed as much as possible:

Alert signal: Alarm AND/OR Announcement

Option 1: "EVACUATE, EVACUATE, EVACUATE for flood on campus, to (designated location).

Option 2: "Relocate for REUNIFICATION. We need to move off-site. Staff and students report to your designated transportation assembly area. All students will stay with their teachers

Flood Watch

A message that flooding is possible.

Flood Warning

A message that flooding will happen soon (if it hasn't already).

Flash Flood

A flood that can happen in a few minutes or hours of heavy rainfall, dam/levee failure, or drains overflowing.

General Procedures:

- If a flood warning is received, do not assume everyone knows. Notify your Director immediately.
- Based upon the threat, the Director in conjunction with the EOC will develop an action plan to protect personnel, students, and facilities.
- Evacuation of specific school sites or areas will be ordered by the Director or the EOC.

- If ordered to evacuate, do so immediately.
- Assist those who may need help such as those with disabilities.
- Consider high-ground options. Utilize flood maps in safety plan.

Incident Commander

- Determine if evacuation is required from any portion of the school.
- Notify District Superintendent or District EOC of intent to evacuate,
- Inform of the location of the safe evacuation site and the route to be taken to that site or ask for assistance in determining this.
- Inform staff on the means of which students will be evacuated to a safer location. Other guidelines should be kept in mind if students are going to be transported by buses or cars, but emergencies require the protection of life as a FIRST PRIORITY.
- Post a notice on the office door stating to where the school has relocated and inform the EOC
- Monitor local radio and television stations for flood information.
- Notify District Superintendent or EOC of school status and action taken. Ask for help if needed.
- Delegate a search team if students or staff have been determined to be missing, and notify the EOC of the situation. Call 911 if unable to locate someone.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

Staff:

- If warranted, evacuate students using evacuation plan.
- Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
- Teachers will supervise egress from the classrooms into the designated Evacuation Area according to the established Emergency Evacuation Routes marked on the maps posted in every classroom and office.
- Teachers will take their roll books to the evacuation site, take roll, and complete an attendance report.
- Teachers will submit report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Director. Consider using RED/GREEN cards.
- If students or staff have been determined to be missing, a search & rescue team will be activated to conduct their duties.
- Follow the Student Release Procedures if school dismissal is warranted by the superintendent.
- Be ready for a relocation/reunification action.

Students and staff will be notified if and when it is safe to return to the school site and/or building under the direction of emergency responders and in consultation with the Superintendent or designee. Do not return to school building until it has been inspected and determined safe by property authorities.

Rapid Relocation (if determined and ordered by school administrator)

School incident commander:

- Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
- Inform 911 of the decision to leave campus and where you are going. Keep law enforcement updated with information about any students and staff who do not arrive at the designated relocation point.
- Calm students, create a perimeter to separate the school population from others who may be present, and re-establish incident Command Teams with available staff.
- All **media inquiries** will be referred to the designated public information officer.
- Direct the *planning and intelligence team leader* or other authorized user to open a report on the incident.
- Once the incident has concluded and the campus has been determined to be safe, the school incident commander will initiate the **all clear** action.
- Debrief with staff and fire personnel.

Most common ICS scenario for this type of incident:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)
- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)

- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

Part 13: Food or Beverage Contamination Incident

Description: a situation in which multiple students and/or staff members become ill due to the consumption of contaminated food or beverage. This could involve accidental contamination or intentional contamination that could involve biological organisms, toxins, chemicals or radiological contaminants.

Alert signal: verbal notification of staff.

No action alert needed.

Teacher response:

1. Staff members may be the first to realize that a contamination incident has occurred. In this situation, notify the administrator immediately.
2. Take immediate action to prevent others from consuming food or beverages until the actual source of contamination can be determined.
3. Follow the directions of the administrator.

Most common ICS scenario for this type of incident:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)
- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

Part 14: Hazardous Material / Chemical Incident

Description: Accidents may occur during use, processing, or transporting of chemical and other hazardous materials, exposing people to the dangers of contaminants. In other instances, individuals or groups may cause the intentional release of chemicals or other hazardous materials.

Alert signal:

Option 1: "shelter, shelter, shelter for hazmat! Seal the room."

Option 2: "evacuate, evacuate, evacuate for hazmat to (designated location; upwind)."

Do not evacuate buildings until you are sure you will not be evacuating into an area which may be more hazardous.

If a hazardous material incident occurs off-site but near-by;

- Determine the location of the spill in relation to facility buildings and wind direction.
- Announce: "shelter, shelter, shelter for hazmat! Seal the room"
- Turn off all HVAC and air control systems
- Close & seal all doors and windows. Use paper, plastic, tape, or wet paper towels.
- Notify 911 of the chemical or hazardous material incident.
- Follow all instructions given by the fire department when they arrive at the facility.
- Establish ICS
- Notify the district EOC

If a hazardous material incident occurs on-site:

- If the substance is released inside a room or building, evacuate.
- Evacuate students and staff to a **safe location at right angles to and upwind of the agent.**
Announce: "evacuate, evacuate, evacuate for hazmat to (designate location; upwind)."
- Notify 911 of the chemical or hazardous material incident
- After evacuation, persons who have come into direct contact with hazmat substances should be taken to a decontamination area and separated from the rest of the population to avoid contamination of others.
- Be prepared to render first aid, if necessary. Watch for signs of medical distress.

-or-

- If it is too dangerous to evacuate the facility, implement "shelter, shelter, shelter for hazmat! Seal the room" protocol.
- Turn off all HVAC and air control systems

- Close & seal all doors and windows. Use paper, plastic, tape, or wet paper towels.
- Notify 911 of the chemical or hazardous material incident
- The fire department will establish a decontamination area. If not, contact the EOC.
- Persons who have come into direct contact with hazmat substances should be taken to a decontamination area.
- Be prepared to render first aid, if necessary.
- Establish ICS
- Notify EOC

Part 15: Mental Health Crisis

Trauma: Trauma refers to an event or a situation where individuals fear for their life, despite the rationality of the fear. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological first aid (PFA): PFA is an evidence-informed modular approach to help children, adolescents, adults and families in the immediate aftermath of traumatic events, disasters and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff and parents/guardians.

Multi-tiered crisis response team model: There are two tiers of crisis response: school site and district office. The basic structure of the multi-disciplinary support teams on both tiers should be similar in their composition and incorporate district staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the district office, or a combination thereof

Tier i: School Site Crisis Response: School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The school site crisis team determines if there is a need for additional assistance from the district crisis team. The school site crisis team may be activated as part of the incident command system (ICS) team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

Tier ii: District Crisis Response: The school site administrator/designee contacts the district EOC for support and assistance if the crisis response required is beyond the scope of what the school site crisis team can provide. Assistance from the district crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

School Crisis

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear. Although individual students, staff, families or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or trauma

- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

As a result of such critical incidents and emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, crisis responders should focus on addressing the social-emotional needs of students and staff.

The following are general preparedness, response and recovery protocols for the administrator/designee to implement during any crisis in a school, at district and school-related activities, and in all areas within the district's jurisdiction.

Preparedness

- School site crisis team members should be comprised of school staff, such as administrators, school psychologists, counselors and other specialized support staff. School site crisis team composition will vary by school and must be staffed by district employees only. Staff on the school site crisis team should be informed of their roles and have opportunities to participate in preparedness activities.
- Schedule regular school site crisis team meetings. School site crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery. School site crisis team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:
 - Define the roles of the school site crisis team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the school site crisis team, such as teachers, clerical, new, substitute, before and after-school staff, and volunteers).
 - Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.
 - Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment and reunification, utilizing the areas identified in the safe school plan.
 - Provide/coordinate staff development and training on identified topics (e.g., psychological first aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and selfcare). For support with staff development and training, contact district operations administration or supervisor
 - Develop strategies to mitigate long-term impact on student mental health, well-being and academic achievement by re-engaging students in the learning process.
 - Identify school and community-based resources.

Response

The following are general procedures for the administrator/designee to respond to crisis situations at the school site.

- Ensure campus/office safety
 - Call 911 for immediate, emergency life threatening situations.
 - Secure site and implement lockdown, if necessary.
 - Activate the ICS team, as needed.
 - For assistance and consultation, contact (whoever we want to establish as contact for crisis counseling and intervention services)
- Determine facts, consider some of the following questions when gathering information to determine the appropriate response for the situation:
 - What happened?
 - Who was involved?
 - How were they involved?
 - How did it happen?
 - Where and when did it happen?
 - What caused the crisis?
 - What is the condition of those involved?
 - Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?
- Notify
 - District EOC as soon as feasible.
 - Administrator/designee of co-located schools.
 - Administrator/designee of other school sites that could be affected by the crisis.
 - Other offices, as appropriate
- Assess

The school site crisis team meets to assess the impact and severity of the incident and determine the level of crisis response needed. Their assessment will guide the response and recovery methods. Variables to consider when assessing the impact of the crisis include:

- Type of incident
- Number of students and staff that might be affected
- Emotional proximity to the crisis incident, including the relationship of the involved individual(s) to the school community. The impact to the school may be affected by the degree to which the individual(s) were active in the school community.
- Physical proximity to the crisis incident
- History of other crises at the school or for those involved in the current crisis
- Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday)

- School and community resources available
- Develop action plan

Crisis response and interventions will be determined by the impact and severity of the incident. The action plan developed by the team should be documented and managed by the school site administrator/designee.

Actions may include:

- Communication
- Logistics/operations
- Psychological triage/crisis counseling
- Incident debriefing
- Documentation
- Important considerations
- Recommendations for short and long-term recovery

The crisis team will provide on-going assessment of needs and follow-up services as required.

Psychological First Aid; Responding to Crisis Incidents:

- Listen to what they say and how they act.
 - Address the feeling(s)/behavior(s) as soon as possible.
 - If a student wants to talk, be prepared to listen and focus on what they say and how you can be of help.
 - Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
 - Express compassion and calmness in your statements as well as nonverbal behaviors.
- Protect by maintaining structure, stability, and consistency.
 - Maintain daily routines, activities, and structure with clear expectations and consistent rules.
 - Provide supervision and consistency to encourage successful outcomes.
 - Give information that is accurate and age-appropriate.
 - Keep the environment free of anything that could re-traumatize the student.
 - Validate the student's life experience.
 - Maintain confidentiality as appropriate.
- Connect through interaction, activities and resources.
 - "check in" with student(s) on a regular basis.
 - Become familiar with learning support staff at your school (psychiatric social worker, school psychologist, counselor, nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).

- Encourage interactions, activities, team projects with friends and teachers.
- Keep communication open with others involved in the students' lives (parents/guardians, other teachers, coaches etc.).

Note: Follow child abuse reporting procedures if you suspect child abuse and/or neglect.

- Model calm and optimistic behavior.
 - Model healthy responses by remaining calm, courteous, organized and helpful.
 - Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
 - Take constructive actions to assure safety.
 - Monitor conversations that students may engage in or hear.
 - Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
 - Practice self-care.
- Teach about normal changes that can occur when traumatized.
 - Student(s) may have different reactions even to the same event.
 - Encourage students to identify and use positive coping strategies to help them after the event.
 - Help your students to problem solve to get through each day successfully.
 - Help students set small “doable” goals and share in these achievements as “wins.”
 - Note: with time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

Incident Command Steps:

- As the incident commander, the principal or designee activates the school ICS team, including the psychological first aid/crisis team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
- The crisis team lead will work with the incident commander to assess the impact and triage students, staff, and parents/guardians, as needed.
- The incident commander will notify the district EOC and request additional resources as necessary.
- The incident commander will direct the planning and intelligence team leader or other authorized user to open a report on the incident, documenting the actions of the crisis team.
- The crisis team will advise and assist the incident commander to restore regular school functions as efficiently and quickly as possible.
- Crisis team members will make every effort to limit exposure to scenes of trauma, injury, and death.

The crisis team will provide on-going assessment of needs and follow-up services as required.

Responding to students who self-injure

Self-injury is the act of deliberately harming one's own body, through means such as cutting or burning. Self-injury is an unhealthy way to cope with emotional pain, intense anger, or frustration. Although this behavior often lacks suicidal intent, it can increase the risk of suicide because of emotional problems that trigger by self-injury. Therefore, students who engage in self-injurious behaviors should be assessed for suicide risk.

For definitions, protocol for responding to students who self-injure, as well as information about contagion and other considerations, see attachment p – intervention: protocol for responding to students who self-injure.

Signs and symptoms of self-injury

- frequent or unexplained bruises, scars, cuts or burns.
- consistent, inappropriate use of clothing to conceal wounds (e.g., long sleeves or turtle necks, especially in hot weather; bracelets to cover the wrists; not wanting to change for physical education).
- possession of sharp objects (e.g., razor blades, shards of glass, thumb tacks).
- evidence of self-injury in (journals, drawings, social networking sites, etc.).

Risk factors of self-injury

Although self-injury can affect individuals at any age, there are certain risk factors that may increase the chance of someone engaging in self-injurious behavior, including the following:

- age - most people who self-injure are teenagers and young adults. Self-injury often starts in the early teen years, when emotions are more volatile and teens face increasing peer pressure, loneliness, and conflicts with parents/guardians or other authority figures.
- having friends who self-injure - people who have friends who intentionally harm themselves are more likely to begin self-injuring, sometimes as a way to bond with their peers.
- psychosocial factors - some people who injure themselves were neglected or abused or experienced other traumatic events. They may have grown up and remain in an unstable family environment, or they may be young people questioning their personal identity or sexuality. Some people who self-injure are socially isolated.
- mental health issues - people who self-injure are more likely to be highly self-critical and be poor problem-solvers. In addition, self-injury is commonly associated with certain mental disorders, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- alcohol or drug abuse - people who harm themselves often do so while under the influence of alcohol or drugs.

Protocols for responding to self-injury

- Respond immediately or as soon as practically possible.
- Supervise the student.
- Seek medical attention, as needed and mental health resources.
- Conduct an administrative search of student for access to means, such as razor blades, shards of glass, or other sharp instruments.
- Communicate with and involve the parent/guardian so the self-injurious behavior can be addressed as soon as possible.
- Encourage appropriate coping and problem-solving skills; do not shame the student about self-injurious behaviors.
- Listen calmly and with empathy; reacting in an angry, shocked, or shaming manner may increase self-injurious behaviors.
- Develop a safety plan with the student.
- Provide resources.

Self-injury and contagion

Self-injurious behaviors may be imitated by other students and can spread across grade levels, peer groups and schools. The following are guidelines for addressing self-injurious behaviors among a group of students:

- Respond immediately or as soon as practically possible.
- Seek medical attention as needed
- Respond individually to students, but try to identify peers and friends who may also be engaging in self-injurious behaviors.
- As students are identified, they should be supervised in separate locations.
- If the self-injurious behavior involves a group of students, the assessment of each student individually will often identify a student whose behaviors have influenced the behaviors of others in the group. The self-injurious behavior may be indicative of complex mental health issues of this student.
- Involve the mental health team or seek mental health resources

Most common ICS scenario for this type of incident:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)

- Security/Utilities Team** (operations)
- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

Part 16: Missing Student; Location Unknown

Description: The safety of our students is our top priority. Our school and district have developed plans and procedures to ensure their safety. As such, the following procedures will be engaged when it is determined a student is missing from our school site and their location is unknown.

Alert Signal: Announcement

Option 1: "STAY, STAY, out of the way. Please remain where you are. We are trying to locate a missing student."

Determination of the status of a student as missing will be the responsibility of the site Principal or designee.

Missing Student (definition):

'Missing student' refers to any student whose location is unknown with ALL of the following factors:

1. After having checked-in to a school site and therefore under the care and custody of the school
2. During a time when they would normally be expected to be at the school site
3. The location of the student is unable to be determined after a reasonable attempt to locate the student

Incident command steps:

Principal:

- Due to the uniqueness of this situation, please refer to individual sections below for response steps after determining classification level

Staff:

- Notify principal immediately if a student is missing

Classifying the Level of Risk:

Age of student, mental or medical status of student, law enforcement response procedures, and circumstances all play a role in how we must respond to a missing student. To that end, the following categories have been established to assess the level of risk concerning a missing student. This determines the school's response as a matter of procedure. As with all planning, not every situation can be predicted. In those cases, best judgement based on this plan should be followed.

Critical Missing Criteria:

Students within this category lack the legal means to go missing by their own decision. Students in this category will be considered at high-risk, or 'critical', until they are located and their

status is known. A student meeting ANY of the following criteria will be considered '*critical missing*' and immediate action will be taken.

- Student is 12 years of age or younger
- Student has a diagnosed mental condition
- Student has a diagnosed medical condition which poses a risk to their health if away from medication or monitoring (ie: diabetic, seizures)
- Student has previously known risk factors (ie: self harm, harm to others, substance abuse, domestic violence)
- Student is suspected of being abused, groomed, trafficked, etc.
- If going missing grossly opposes the student's known usual behavior

Strongly consider these situations which may warrant a decision of classifying the missing student as critical in the absence of the above:

- Student is on an Independent Educational Plan (IEP)
- Student is on a Medical Educational Plan (504)

If a student is determined to be 'critical missing' the following procedures will be followed:

RESPONSE to Critical Missing:

- Notify the Principal or designee immediately
- Conduct a cursory search of the school
- Consider issuing a "STAY" action alert to prevent student movement during the search
- Attempt to contact the student through their cell phone via voice AND text if known
- Contact parent/guardian and determine if they are aware of student's location.
Contact parent/guardian through all known means. Leave messages as appropriate.
Inform of the situation to avoid panic.
- Dial 911 and inform law enforcement of the critical-missing student according to the 'Notifying Law Enforcement' section below.
- Conduct a thorough search of the school site
- Search the area around the school site (ie: streets, fields, parks)
- Interview student's friends or classmates who may know the student and where they might go
- Notify (school district) of missing student and actions taken
- Contact the PIO to provide situational awareness and to begin developing messaging. It may be needed later.
- In cooperation with law enforcement, consider a public notification

- Keep law enforcement informed if student is located
- If public messaging was issued, inform of found student's status
- Only release students with face-to-face confirmation until the missing student is located

Non-Critical Missing Criteria:

A student shall be considered a '*non-critical missing*' student and appropriate action will be taken if ALL of the following are true:

- The student's location is unknown and nobody saw the student leave
- The student meets the definition of a missing student
- The student does not meet any of the risk factors of a 'critical-missing'
- The student is under the age of 18

RESPONSE to Non-Critical Missing:

- Notify the principal or designee
- Attempt to locate the student within the school grounds
- Consider issuing a "STAY" action alert to prevent student movement during the search
- Attempt to contact the student through their cell phone via voice AND text if known
- Contact parent/guardian and determine if they are aware of student's location. Contact parent/guardian through all known means. Leave messages as appropriate. Inform of the situation to avoid panic.
- Notify (local law enforcement) of the non-critical missing student according to the 'Notifying Law Enforcement' section below.
- Notify (school district) of missing student and actions taken
- Contact the PIO to provide situational awareness and to begin developing messaging. It may be needed later.
- Follow-up with parent/guardian until student is located and/or status is known
- Cooperate with law enforcement as necessary

Voluntary Missing: Some students are authorized to sign themselves out of the school after instruction is completed. Occasionally, a student will leave without signing out or checking with a staff member. If a student who is normally authorized to sign themselves out, fails to sign out before leaving, but a staff member knows they left the facility, this may be considered a '*voluntary missing*'. While the student meets the criteria for a 'missing student', it is within reasonable certainty they simply failed to sign out. These situations are considered to pose a low risk.

RESPONSE to Voluntary Missing:

- Notify the principal or designee
- Attempt to contact the student verbally by engaging in person-to-person contact. Follow the student a reasonable distance if safely possible, to ascertain mental temperature. If possible, screen for criteria of 'critical missing'.
- Attempt to contact the student through their cell phone via voice AND text for confirmation of intent and advise of failure to sign out.
- Contact parent/guardian to inform of the situation. If parent/guardian expresses concern for the student's health or mental well-being, re-check classification against criteria.

Notifying Law Enforcement

When notifying law enforcement of a missing student, it is important to inform them of the following:

- Who you are
- Where you are calling from
- What you are reporting (missing student)
- The risk status assessed to the situation: Critical Missing / Non-Critical Missing
- The factors used to determine the risk status (under 12, mental condition, etc)
- Student name
- Student description
- Last known location
- Actions already taken (searched the school and surrounding area, etc)
- Other factors to describe the situation
- Parent/guardian contact info
- Student contact info

Most common ICS scenario for this type of incident:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)

- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

Part 17: Public Health Emergency

Description: A public health emergency involves a large-scale emergency need for medical health care services, often for an influenza outbreak, pandemic such as case during the COVID-19 pandemic, or other infectious disease that affects a school community. During a suspected public health emergency, the principal or designee will consult with district nurses.

Alert Signal: None

During public health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that public health emergencies can create a great deal of anxiety and misinformation.

For communications during a public health emergency, refer to the emergency communications handbook.

Healthy Habits to Reduce Public Health Emergency Impact

Schools can reduce the impact and spread of a public health emergency by reinforcing basic healthy habits. These habits include:

- Wash hands often. Require that students wash their hands with soap and water after visiting the restroom and before and after eating. Schools must stock adequate hand-washing supplies for all restrooms. Alternative hand sanitizing options may be available through the district.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity. When possible, schools can practice social distancing to reduce the spread of airborne germs. Keeping students at least three feet apart greatly reduces the spread of germs from an uncovered cough or sneeze.
- Exclude students and staff that are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with obvious symptoms such as an elevated temperature, cough, runny nose, or other symptoms, should be separated from the general population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.

Continuity of Education Through Public Health Emergency

- In the event of a wide-scale or pandemic illness, critical school employees could be absent for days, weeks, or months. Personnel needs should be coordinated with human resources.

- Have a plan to ensure important tasks can still be carried out when employees are absent. School sites are asked to cross-train on basic operations at least two people to fill in for missing co-workers.
- Develop Alternate Lessons. During major health emergencies, students may be absent for weeks. Schools should have lesson plans for students who will be home for extended periods of time, as well as multiple means of communicating lesson content to students and parents. Methods may include the following:
 - Allowing students to take home school books and class materials
 - Posting lesson on school websites with materials
 - Using telephone messages to homes
 - Use of other approved internet education websites
 - Mailing home printed materials
 - Distribution of laptops
 - Distribution of hot-spots

Part 18: Severe Weather Procedures

Description: Severe weather events range situationally from severe wind to severe heat or even damaging hail or extremely heavy rainfall. The commonality of all events is that they are severe. This means there is an increased risk of injury or death due to a particular situation caused by the weather. Heat severity will not require action alerts, however a tornado would. Utilize action alerts in severe weather situations to protect people and to quickly get people to take an action aimed at protecting them.

Alert signal: Announcement

Option 1: “SHELTER, SHELTER, SHELTER, for (severe wind or tornado warning). Move away from all windows and exterior walls. Move to interior rooms and leave large indoor areas, such as gyms, immediately.”

Option 2: “SHELTER, SHELTER, SHELTER, for (severe wind or tornado warning). Duck, Cover, & Hold immediately.”

FOR HEAVY RAINFALL:

Description: In the event of severe weather – Heavy Rainfall, see ‘flooding’ section within this plan, as flooding is the potential risk associated with this type of event.

FOR DAMAGING HAIL:

Description: Damaging hail can cause injury to persons and damage to property. The Northern California area in particular has experienced substantial bouts of damaging hail in recent years. Hundreds of thousands of dollars in damages to property have been claimed with insurance companies.

General Concepts:

- If a ‘damaging hail’ warning is received or experienced, notify the Director immediately.
- Based upon the risk to persons and facilities, the Director, in conjunction with the EOC, will develop an action plan to protect personnel, students, and facilities.
- In general, if damaging hail is expected or experienced, taking shelter indoors is the best option. While roofs and facilities may be damaged, protection of persons can be realized by remaining protected indoors.
- There is generally not a need to modify teaching activities except to limit them to indoor environments.

Incident command steps:

Principal

The principal or designee becomes the **incident commander**

- Activate the school ICS team
- Announce the appropriate alert signal, "SHELTER, SHELTER, SHELTER, for damaging hail. Move away from all windows and remain indoors."
- If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, bullhorn, etc. The incident commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions.
- As long as everyone is indoors, the greatest potential risk will be to property. This may include cars, buildings, solar panels, landscaping, etc.
- Make notifications to the district and parents/guardians utilizing the communications handbook, informing the status of the safety of the students.
- Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the all clear action.
- After the event has concluded, task the security/utilities team to assess damage to the property under the control of the school.
- Report damage as soon as possible to the EOC. If no damage, report same.
- Coordinate medical response for any injured persons. Look for head injuries sustained from falling ice-chunks (hail).

Staff

- Bring all persons indoors to protect from damaging hail.
- If anyone was struck in the head and injury is possible, direct to medical attention such as the school nurse.
- If injury is apparent and it is a head injury, notify the director immediately.
- If any injury other than the head is substantial, notify the director immediately.
- Security/facilities team should respond as directed to assess damage to property. Consider all things which may be damaged, including cars, buildings, solar panels, landscaping, etc.

FOR SEVERE WIND OR TORNADO:

General Concepts:

- If a severe wind warning is received, notify the Director immediately.

- Based upon the specific threat, the Director, in conjunction with the EOC, will develop an action plan to protect personnel, students, and facilities.
- In general, if severe winds are affecting the core facility, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.
- Close all windows and blinds and avoid auditoriums, gymnasiums, and other building locations that have large roof areas or spans.
- Avoid all areas that have large concentrations of electrical equipment or power cables.

Incident command steps:

Principal

The principal or designee becomes the **incident commander**

- Activate the school ICS team
- Announce the appropriate alert signal, “SHELTER, SHELTER, SHELTER, for (severe wind or tornado warning). Move away from all windows and exterior walls. Move to interior rooms and leave large indoor areas, such as gyms, immediately.”
- If the pa system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, bullhorn, etc. The incident commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions.
- If severe winds/weather make it necessary, follow drop, cover, & hold followed by evacuation to the assembly area
- Make notifications to the district and parents/guardians utilizing the communications handbook.
- Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the all clear action.

Staff

- Instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
- If outside move indoors immediately.
- If not possible to get to shelter, instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
- Move everyone away from windows.
- Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents);

away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.

- As soon as practical, assess for injuries.
- Report

FOR SEVERE HEAT:

Description: Severe heat is a long period of abnormally high heat for a region. Extreme heat can impact the body and may result in nausea, unconsciousness, dehydration, and strokes. In 2006, a severe heatwave resulted in 655 deaths and over 16,000 excess emergency room visits throughout the state of California. Extreme heat often results in the highest annual number of deaths among all weather-related disasters. Severe heat is described as lasting **more than one day** with sustained **temperatures over 95 degrees**.

Signs of Heat Exhaustion:

- Heavy sweating, paleness, muscle cramps, tiredness, weakness, dizziness, headache, nausea or vomiting, and fainting.

Actions:

- Go to an air-conditioned place and lie down.
- Loosen or remove clothing.
- Take a cool bath.
- Take sips of cool sports drinks with salt and sugar.
- Get medical help if symptoms get worse or last more than an hour.

Signs of Heat Stroke:

- Extremely high body temperature (above 103 degrees) indicated by an oral thermometer;
- Red, hot, and dry skin with no sweat;
- Rapid, strong pulse; dizziness; confusion; and unconsciousness.

Actions:

- Call 9-1-1 or get the person to a hospital immediately.
- Cool down with whatever methods are available until medical help arrives.

General Concepts:

- If a severe heat warning is received, notify the Director.
- Based upon the specific potential impact to the school, the Director, in conjunction with the EOC, will develop an action plan to protect personnel, students, and facilities.
- Equipment may fail or become damaged during high heat. Systems such as HVAC systems have a maximum operating temperature.
- In general, if severe heat is anticipated (temperature above 95 degrees), outdoor activities should be limited.
- Do not use electric fans when the temperature outside is more than 95 degrees. You could increase the risk of heat-related illness. Fans create air flow and a false sense of comfort but do not reduce body temperature.
- Avoid high-energy activities.
- If outdoor activities are engaged, breaks should be given *at least* every 30 minutes with *at least* 10 minutes rest periods per hour.

Incident command steps:

Principal

The principal or designee becomes the **incident commander**

- Activate the school ICS team
- Inform the school population of the anticipated severe heat warning.
- If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, bullhorn, etc. The incident commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions.
- Tell staff to implement modified activity strategies in response to severe heat
- Remind staff to monitor students for signs of heat exhaustion and heat stroke
- Make notifications to the district and parents/guardians utilizing the communications handbook explaining actions being taken and reassuring of student safety.
- Once the incident has concluded and the campus has been determined to be safe, the incident commander will inform staff to return to normal operations.

Staff

- Follow instructions given by the incident commander.
- If outside move indoors.
- If instructed, implement modified activity strategies in response to severe heat.
- Ensure students and other staff members are drinking plenty of water.

- Students with disabilities that do not allow them to manage themselves will need to be monitored to ensure they are drinking plenty of water, remaining cool, and being screened for signs of heat exhaustion or heat stroke.
- Continually assessed student population for signs of heat exhaustion or heat stroke.
- Immediately report to the incident commander any persons exhibiting symptoms of heat exhaustion or heat stroke.
- Call 911 for any persons exhibiting symptoms of heat stroke.

Most common ICS scenario for this type of event:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)
- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

Part 19: Suspicious Mail/Packages

Description: In recent years, mail has become a more common way to deliver hazardous items to intended targets. While unlikely that a school would receive such an item, the possibility remains and a plan to address the situation needs to exist. Dangerous packages may contain explosives or biological agents. Both of these things can be deadly and pose a serious threat to the school.

All incoming mail and packages should be handled with caution and, at least, quickly reviewed for the below characteristics.

Alert signal: None or Announcement

Option 1: Do not alert (no signal)

Option 2: EVACUATE, EVACUATE, EVACUATE to (name area to evacuate to 1000 ft away) for (suspicious package in the office). Avoid (the administration building, etc.)

Option 3: EVACUATE, EVACUATE, EVACUATE for hazmat. Move to (designated location; upwind).

Below are indicators of suspicious mail and steps to take in the event that suspicious mail is received.

- Is unexpected or from an unfamiliar source
- Has excessive postage
- It is addressed to someone who no longer works at the school or site
- Is addressed to a current employee but with the wrong title
- Contain several misspelled words on the envelope or package
- Marked with restrictive endorsements such as “personal” or “confidential”
- Has no return address or an address that cannot be verified
- Mail from a foreign country
- Shows a city or state in the postmark that doesn’t match the return address
- Is lopsided, oddly shaped, or has an unusual weight, given its size
- Has protruding wires, strange odors, or stains
- Has powdery substance on the outside
- Has an unusual amount of tape on it
- Is ticking or making unusual sounds

Considerations to evacuate will be up to the Director.

What to do with suspicious mail:

- Do not try to open the package.

- Do not sniff, taste, or shake the package.
- Isolate the package.
- Evacuate the immediate area;
- Close the door.
- Contact your supervisor
- Call 911.

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school's chances of becoming the victim of an attack by mail.

Response to mail suspected of delivering biological/chemical agents in powder form:

- If you have not already done so, do not touch the envelope or package.
- Do not open an envelope or package with powder on the outside.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove the cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Turn off HVAC systems to prevent spread.
- Wash your hands with soap and warm water.
- Ensure that everyone who had contact with a piece of mail washes his or her hands with soap and hot water.
- Notify your supervisor.
- Supervisor should immediately contact the local police through 911 in addition to the US Postal Inspection Service (877) 876-2455.
- Supervisors should notify the Director.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.

Law enforcement should be notified of all suspicious mail or packages. When calling 911, describe the location of the package, what the package looks like, and why you find it suspicious. Follow all instructions given to you by the 911 dispatcher.

Most common ICS scenario for this type of incident:

- Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- First Aid/Medical Team** (operations)
- Psychological First Aid/Crisis Team** (operations)
- Search and Rescue Team** (operations)
- Security/Utilities Team** (operations)
- Supply/Equipment Team** (logistics)
- Assembly Area Team** (operations)
- Request and Reunion Gate Teams** (operations)
- Fire Suppression/Hazmat Team** (operations)
- Documentation/Command Post Liaison Position** (planning & intelligence)

SECTION 7: Communications

Critical Incidents

For detailed public communication protocols, see the *“Emergency Communications Guidebook”* which outlines all public communication protocols for the Butte County Office of Education. Below is an abbreviated highlight for quick reference.

Media protocol

Media representatives frequently respond to situations that involve schools. Mistakes made in dealing with the media can result in adverse publicity, interference with emergency response, and increased liability. Conversations intended to be confidential may become very public if overheard by media. It is important to distance any media from the immediate area. It is also important to designate a single point of contact to refer media, such as the PIO.

Guidelines:

1. Do not make any statements to media during or after a critical event without the direct permission of the administrator.
2. Refer all media inquiries to the PIO.
3. Notify your supervisor whenever the media contacts you.
4. A media staging area should be established away from the school
5. Designate a district representative to serve as the single spokesperson and point of contact.
6. Do not allow staff to speak to the media.
7. Ask first responders to designate the area as an investigative scene, which can be used to legally prevent media from entering and keep them at a distance.
8. Protect student privacy as much as possible.
9. Do not confirm any information, even if the person asking seems to already know the information.

Emergency Communication Checklist - PIO

- Receive alert of an emergency
- Ask for help from district. If help is not immediately available, utilize the emergency communication guidebook
- Gather all relevant facts, determine need and type of responses
- Create fact sheet and send to appropriate parties (especially those who answer the phones & site administration)
- Create message and media statement (media may be placed on hold depending on situation)
 - Refer to the *emergency communication guidebook*
- Notify stakeholders (suggestion only and depending upon circumstance)
- Monitor media, send updates as needed
- Collect any printed materials found (fliers, notes, outside agency social media posts, printouts) that may be used during the debriefing process and/or after-action reporting
- Prepare information regarding the incident related to the school/district for the Joint Intelligence Center (when necessary)

Stakeholder	Message tool
Law enforcement, OES	Phone call
School Board, other Superintendents	Phone calls, email
Administration, Faculty, and Staff	Email, text alerts
Students	Verbally, letter sent home
Parents/guardians	Email, recorded call, website, social media, text alerts
Media	Email, follow-up calls
Local community	Website, social media
Government Entities (county, CDE, etc.)	Email and/or phone call
School Organizations (clubs, athletics, PTA)	Email and/or phone call

SECTION 8: Appendices

Appendix A: Legal Requirements

California Senate Bill 187 (1997) - requires a comprehensive school safety plan with identified appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, update the plan annually, and adopt emergency procedures and policies.

California Education Code section 32282 - requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed “drop” procedures.

Also requires training of school staff in the drop procedures.

California Education Code section 35295-35297 - specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

California Education Code section 35294.1 - school safety plans may include an action plan with input from law enforcement, and may determine the fiscal impact of implementing the plan. School safety plans are to be created using existing resources and are not to be developed with private consultants.

California Code of Regulations 560 - school principals are to formulate the disaster preparedness plan and submit it annually to the Superintendent for approval. Schools are required to test the plan twice a year, not including fire drills.

California Education Code 32040 - requires each school to have a first aid kit.

California Government Code 3100 (disaster service workers' act) - all public personnel, including school district employees and charter school employees, can be declared disaster service workers. As disaster service workers, employees can be held at the work site and assigned disaster relief activities to perform until released during a disaster declared by the president or the governor, or proclaimed by the mayor.

No Child Left Behind (NCLB) Act of 2001 Title IV Part A (Safe and Drug Free Schools & Gun Free Requirements) – provides funding for schools to prevent violence in and around schools; to prevent the illegal use of alcohol, tobacco and drugs; and to foster a safe and drug-free learning environment.

California Education Code 3200 - schools must have a fire alarm system and sound the alarm and conduct a fire drill at least once every calendar month at elementary schools, at least four times a year at intermediate schools, and not less than twice a year at secondary schools.

Appendix B: Evacuation Locations for Error! Reference source not found.

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In the event an evacuation of the school is required, the following locations have been pre-identified as locations where we anticipate moving to as a result of the evacuation, depending on the incident and necessity of the situation. These are not absolute, and are identified to aid in quick response and decision making. Other options may be more appropriate given the specific circumstances.

- The primary evacuation location of **Error! Reference source not found.** will be **Error! Reference source not found..**
- Our identified secondary point of evacuation will be **Error! Reference source not found..**
- In the event an evacuation also requires a 1,000 ft distance from the school site, it is our intention to move those evacuated to **Error! Reference source not found..**
- For off-site reunification in the event we need to reunite families at an off-site location, we have established prior agreements to move to a number of locations. Our first intended location will be **Error! Reference source not found..**

Appendix C: Error! Reference source not found. Maps

(ATTACH EVACUATION MAPS, FLOOD AND EARTHQUAKE RISK MAPS, PLUS ANY ADDITIONAL MAPS UNIQUE TO YOUR SCHOOL SITE)

The following maps were last reviewed on Error! Reference source not found..

Appendix D: Error! Reference source not found. **School Incident Command Structure**

Appendix E: Error! Reference source not found. Emergency Notification Matrix

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**Instructional Continuity Plan (ICP) Palermo Union Elementary School District
A Component of the Comprehensive School Safety Plan**

Initially Adopted: June 25, 2025

Effective Date: July 1, 2025

I. Introduction and Intent

The Instructional Continuity Plan (ICP) for Palermo Union Elementary School District (PUESD) ensures uninterrupted instruction and access to critical student services during emergency events that affect normal school operations. This plan serves as a strategic guide for decision-making related to instruction models, resource allocation, communication, and safety during emergency events. It is aligned with SB 153 and Education Code Section 32282 and fulfills the requirement for integration into the district's Comprehensive School Safety Plan (CSSP).

II. Objectives

1. Ensure the physical and mental well-being of students, staff, and families.
2. Establish timely two-way communication with students, families, and staff.
3. Provide equitable access to instruction, supports, and services.
4. Resume instruction as soon as practicable with prioritization as follows:
 - o Full day, in-person instruction
 - o Hybrid instruction (part-time in-person and remote)
 - o Remote synchronous learning
 - o Remote asynchronous learning
5. Safely reopen schools and facilities.

III. Decision-Making Matrix for Instruction & Services

PUESD will utilize a tiered decision-making matrix to determine the appropriate instructional model based on emergency severity:

Severity Level	Instruction Model	Description
Minimal	In-person	On-campus learning with safety protocols
Moderate	Hybrid	Combination of in-person and remote learning
High	Remote Synchronous	Live virtual instruction using Google Meet or Zoom
Severe	Remote Asynchronous/Printed	Learning via digital content and printed materials

Instruction will resume within **10 instructional days** of a closure or disruption.

IV. Instructional Continuity & Compliance

- Instruction will follow EC 51745–51749.6 and the district's adopted independent study protocols.
- Instruction will be delivered by certificated staff using district-adopted curriculum.
- Technology infrastructure supports 1:1 Chromebooks and hotspot deployment.
- Sites will be assessed for safety prior to reopening (air, power, water, debris, staff availability).

V. Communication Methods

PUESD will use **ParentSquare** as the central platform for:

- Emergency alerts (text, email, robocalls)
- Staff and family updates
- Distribution of instructional schedules and materials
- Multilingual and accessible formats as feasible

VI. Resource Allocation

- **Technology:** Chromebook and hotspot distribution
- **Instructional Materials:** Print packets, textbooks, learning kits
- **Mental Health & Counseling:** Virtual and in-person access to counselors, community resources.
- **Nutrition Access:** Grab-and-go meals, mobile delivery.

VII. Transportation & Logistics

- Collaborate with local agencies to ensure safe alternative routes
- Coordinate family carpooling and emergency public transit support
- Implement reunification protocols as part of the broader CSSP

VIII. Equity and Support Services

- Maintain services per IEPs and 504s using teletherapy or in-person
- EL students supported per CDE guidance for IS programs
- McKinney-Vento services activated for displaced/homeless students

IX. Professional Learning

Annual PD for teachers and staff covering:

- Distance learning platforms (Google Classroom, Zoom)
- SEL and trauma-informed practices
- Special education and EL remote strategies
- ParentSquare emergency communication tools

X. Plan Review and Updates

- The ICP is reviewed and updated annually with site councils and school safety committees.
- Changes reflect new legislation, technology, and local needs.
- Stakeholder feedback will inform revisions.

Appendix A: CDE Resource List

Safety

- [CDPH Office of School Health Hub](#) provides key resources and information to support safe, in-person learning in TK-12 schools and mitigate the spread of communicable diseases. CDPH adds new resources to the Hub on a routine basis.

Communication

- The Office of Education Technology at the US Department of Education provides [natural disaster resources and digital learning guides](#) for parents and families, school leaders, and teachers.
- [The Readiness and Emergency Management for Schools Technical Assistance Center Fact Sheet](#) (PDF) provides strategies for LEAs to form partnerships and communicate with families and guardians.

Instruction and Assessment

- Utilize California's [Digital Learning Integration & Standards Guidance](#) to build educator and system capacity and ensure effective implementation of technology to support learning.
- Use screening tools to monitor progress. (Beginning the 2025–26 school year and annually thereafter, LEAs shall screen students in kindergarten and grades one and two for risk of reading difficulties using the instrument[s] approved by their governing boards [[EC Section 53008](#)] and related [Screening for Risk of Reading Difficulties FAQs](#).)

Improved Access

- Provide and maintain all accommodations and individualized education plans for students who need them and ensure the ICP can meet the needs of diverse learners. The CDE provides [guidance to support Special Education](#) students with remote learning.

- Review the [CDE English Learner Independent Study Frequently Asked Questions \(FAQs\)](#) for information and considerations regarding EL students participating in an independent study program.
- The [US Department of Education Natural Disaster Support Guidance](#) page includes resources for restoring the teaching and learning environment.

Professional Learning

- The [California Educators Together](#) platform, developed through a collaboration between the CDE and the Californians Dedicated to Education Foundation, offers free, high-quality resources and relevant professional learning, and lesson plans to support teaching and learning.
- The San Diego County Office of Education (SDCOE) designed units in each content area that offer [essential K–12 learning](#). The units integrate content, provide flexibility, and choice, and can be accessed and shared for free. SDCOE staff also offers [virtual professional learning](#) for each grade level/span.
- The CalHOPE Social Emotional Learning (SEL) Community of Practice is helping enable California's schools to be leaders in supporting proactive and early intervention to collectively respond to the social, emotional, and behavioral health needs of students, families, and educators.
 - [Greater Good Science Center SEL Modules \(scroll down to register\)](#)
 - [SEL Basic Course](#)
 - [Learning Hub](#)
- The Office of the California Surgeon General provides [Safe Spaces: Foundations of Trauma-Informed Practice for Educational and Care Settings](#). Safe spaces is a free, online training designed to help early care providers, TK-12 educators and other school personnel recognize and respond to trauma and stress in children.

Well-Being

- [Safety and school crisis resources](#) created by the National Association of School Psychologists include evidence-based initiatives which create safe and supportive learning environments to ensure students have access to the supports they need to be successful.
- CDE provides [guidance and resources for supporting social and emotional learning](#) and [Social and Emotional Support During Distance Learning](#).
- CDE ["Help for Students in Crisis"](#) provides resources for addressing mental health and wellness while school sites are closed.
- The California Department of Health Care Services (DHCS) has two free online [behavioral health services platforms](#) that are available to all California children, youth, and young adults, regardless of insurance coverage or immigration status. These web- and app-based platforms offer free one-on-one support with live coaches, a library of multimedia resources, wellness exercises, and peer communities moderated by trained behavioral health professionals.
 - [BrightLife Kids](#) is designed for parents and caregivers and kids ages 0-12. More information and a QR code to download the BrightLife Kids app can be found [here](#).
 - [Soluna](#) is for teens and young adults ages 12-25. More information and a QR code to download the Soluna app can be found [here](#).
 - Both platforms offer live one-on-one sessions with qualified behavioral health coaches in English and Spanish, telephone coaching in all 19 [Medi-Cal threshold languages](#); age-tailored educational resources like articles, videos, podcasts, and stories and stress-management tools and clinically validated assessments to understand and monitor

behavioral health over time. For more information and to view a quick five minute overview video of the Apps visit the [DHCS website](#).

Support Services

- The National Center for Homeless Education provides information to support [Disaster Preparation and Response](#) for students who are experiencing homelessness.
- In "[Lessons from Real Life](#)", McKinney-Vento liaisons share their experiences with disaster response as well as insights to support recovery for displaced students.
- The CDE provides [Disaster Guidance for Child Nutrition Programs](#).
- Food Research and Action Center, a non-profit seeking to improve the nutrition, health, and well-being of people struggling against poverty-related hunger, offers a [Guide to Federal Nutrition Programs During Disasters \(PDF\)](#).

Appendix B: Sample Instructional Continuity Plan District-Wide Communication

Modeled after the CDE-provided Instructional Continuity Plan Sample from La Canada posted in 2025 due to the Easton Fire.

Palermo Union Instructional Continuity Plan – Informational Overview

In response to the significant loss and disruption caused by the [name of emergency] for many students and staff in Palermo Union Elementary School District, we have created this temporary Instructional Continuity Plan. At the heart of this plan is the goal of returning to in-person instruction as quickly as possible once Palermo is able to meet the conditions for safe reopening.

This Instructional Continuity Plan assumes that the wide majority of our students will be returning to in-person instruction on [anticipated reopening date], while providing access to an emergency remote learning plan for those unable to come to campus. (Please note that, pending Governing Board approval, if weather or infrastructure conditions change such that the conditions for a safe reopening are not met, the same plan will be followed with adjusted timelines.)

Staff Work Days / School Reopening

- Staff Work Days: [insert dates]
- Schools Reopen: [insert dates]

School Reopening Target Date If the conditions for safe reopening are met, Palermo Union schools will reopen on [date] for in-person learning following [school day schedule]. Staff will work on [dates] to prepare remote learning activities for students unable to attend in-person, ready classrooms, and prepare for the return of students.

Unlike the period of schooling during the COVID pandemic, Palermo is returning to in-person instruction as the primary method of instructional delivery. Students who are able to come to school must attend school in person.

Medication Reminder Families should send any refrigerated medication to school with their students, as power may have been off during the emergency.

This temporary Emergency Remote Learning Plan will run from [insert start date] through [insert end date]. It is intended to serve Palermo students and families in affected areas or with health concerns that make in-person attendance unsafe.

Dates of Implementation: [insert start and end date]

Families must contact the school attendance office at [insert phone/email] to report absences and sign the remote learning agreement. Participation will be documented, and students will complete essential assignments via Google Classroom.

Remote Learning Resource Access

- Materials will be available for pickup at [insert school/location] on [insert date/time].
- Alternate delivery can be arranged for families with transportation barriers.
- Meal pick-up will be available at [insert school site] on [insert day/time], with coordination through [insert community agency] as needed.

Participation in Athletics and Extracurriculars Students on emergency remote learning status may not participate in athletics or extracurricular activities during their period of remote learning.

Appendix C: Emergency Remote Learning Plan Summary

Primary Grades Instructional Plan

- TK/K: Reading (20 mins), Math (20 mins), Writing (10 mins), Enrichment activities
- 1st/2nd Grade: Reading (30 mins), Math (30 mins), Writing (20 mins), Enrichment activities
- 3rd/4th Grade: Reading (45 mins), Math (45 mins), Writing (30 mins), Enrichment activities
- 5th Grade: Reading (60 mins), Math (60 mins), Writing (45 mins), Enrichment activities

Digital Resource Suggestions

- Storyline Online, BrainPop, IXL, Typetastic, Typing Agent, Code.org, Sora ebooks, Everyday Math Games, Listenwise

Login Support

- Use ClassLink at: <https://launchpad.classlink.com/lcusd> (or district-specific link)
- Submit tech requests to [insert tech help contact or ticket system]

Secondary Grade Expectations

- Students will access Google Classroom for each course.
- Teachers will post assignments and due dates.
- Assignments will be graded and used to support learning progress.

IEP/504 Services During Emergency Learning Palermo Union will coordinate with families to continue services as outlined in IEP or 504 plans. Services may be provided in-person, remotely, or through hybrid models. In-home services are not provided unless specified in contracted roles.

Access to Campus for Materials Students may collect personal items from campus on [insert date/time], pending safe conditions. Evacuation orders must be lifted and facilities cleared of hazards.

Campus Safety Requirements Air quality will be evaluated before reopening. KN-95 masks will be available in front offices and at pick-up stations.

Weather Monitoring PUESD will monitor forecasts and notify families of any campus access restrictions based on emerging weather conditions.

Access to Counseling and Mental Health Support Students and families may access mental health professionals by contacting [insert contact info].

Additionally, California's Department of Health Care Services offers:

- BrightLife Kids (ages 0–12) and Soluna (ages 13–25): free behavioral health coaching, multilingual phone and web-based support, wellness tools, and live sessions.

Visit [DHCS website or app QR code link] for more information.

Signatory Page

This Instructional Continuity Plan is complete and adopted. From this date forward, the Comprehensive School Safety Plan review and adoption will be inclusive of this Plan.

Debra Hoffman 6/25/2025
Board President, PUESD

Gary Rogers 6/25/25
Superintendent, PUESD