

Comprehensive School Safety Plan

**2023-2024
School Year**



School: William H. Frazier Elementary School
CDS Code: 37-68114-6116420
District: Fallbrook Union Elementary School District
Address: 1835 Gum Tree Lane
 Fallbrook, CA 92028-2108
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Approved by:

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at William H. Frazier School (see Appendix C for Emergency Safety Plan).

Safety Plan Vision

It is our great duty and responsibility to ensure the safety of the students that attend William H. Frazier School. Through a team effort which included students, parents, teachers and administration, we have developed a comprehensive plan which will be the blueprint for us if an emergency, natural disaster or man-caused disaster was to occur. We recognize that our plan is compliant with state and government codes and regulations, Fallbrook Union Elementary School District Board policies and administration regulations. We have ensured that our safe schools plan conforms to the standardized Emergency Management System that provides guidelines for protecting the safety, security and welfare of all students and staff.

Because this is truly a team effort, we have trained all school personnel and students on the implementation and practice of the policies and procedures. We have taken appropriate preparatory planning measures prior to an emergency, know how to respond effectively during a crisis, and will quickly restore educational programs and services following the crises. All stakeholders are dedicated to the success of this safe schools plan and understand the significant role that they play in putting this plan in action. With continual practice and detailed preparation, we are confident that our staff and students will respond correctly and effectively during a time of emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

William H. Frazier Elementary School Safety Committee

The William H. Frazier Elementary School Site Council reviews each year the Comprehensive School Safety Plan as updated by the school Assistant Principal. The plan is presented to the Site Council for review at an open meeting of the School Site Council. Following the rules of the Site Council, the meeting is announced by proper notice to the school community including parents and staff. The plan is approved by the School Site Council each year prior to the submission of the plan to the Board of Education.

Assessment of School Safety

We regularly assess the current status of school crime at our school and at school-related functions through a review of pertinent data about attendance rates, suspension data, and the California Healthy Kids Survey. As exhibited on the California School Dashboard, FUESD ranks at the top of all public school districts in suspension rate. Chronic Absenteeism is a relative weakness and in need of improvement overall and within all identified student groups.

Suspension Rate Data, LCAP 2021-2022

All students Suspended 0.7%
Asian students suspended 0.0%
White students suspended 3.1%
Hispanic students suspended 0.5%
English Learners suspended 0.4%
Socioeconomically Disadvantaged suspended 0%
Students with disabilities suspended 0%

Chronic Absenteeism Rate Data, LCAP 2021-2022

All students chronically absent 46.5%
Asian students chronically absent 0.0%
White students chronically absent 36%
Hispanic students chronically absent 50.9%
English Learners chronically absent 45.3%
Socioeconomically Disadvantaged chronically absent 49.7%
Students with disabilities chronically absent 50.5%

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

It is a priority of the staff and administration in William H. Frazier Elementary School that every student has access to a safe physical and emotional learning environment. Our staff provides a nurturing, structured, and inclusive learning environment in which all students can feel comfortable and take pride in their school and their achievements. Our administration encourages staff to model good citizenship and teach students respect, and dignity and 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 shall encourage and reward success and achievement, and positive student conduct. Our school district promotes restorative practices and a comprehensive PBIS program in order to encourage attitudes and behaviors that foster positive relations.

William H. Frazier Elementary School implements procedures to ensure safe ingress and egress for students, parents and employees to and from the school. Physical security measures in place include fencing across the entire perimeter of the school, one point of entry through the front office, and active supervision by many adult staff members. Entrance to the campus during the school day is limited to staff, students, and parents with an appointment or pre-approved purpose/activity. All visitors are required to register in the office upon entering the school premises during school hours. Visitor management protocols using the Raptor system are in place to screen individuals prior to entering a campus or school building. Emergency Communications tools are used to alert parents and employees through Infinite Campus, social media, and the school website.

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

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

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1.
3. Neglect of a child as defined in Penal Code 11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4.

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)

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

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

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

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

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

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

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

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

2. Written Report

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

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
 - b. The child's name and address, present location, and, where applicable, school, grade, and class.
 - c. The names, addresses, and telephone numbers of the child's parents/guardians.
 - d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
 - e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

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

Release of Child to Peace Officer

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

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

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

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

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

Type	Definition
STATUS	ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	<p>LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> • Lock the doors; • Close and lock windows, and close blinds or cover windows; • Turn off lights; • Silence all electronic devices; • Remain silent; • Use strategies to silently communicate with first responders if possible, • Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and • Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

	<p>SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.</p> <p>TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.</p> <ul style="list-style-type: none"> • Move students and staff into the school’s permanent buildings, on the ground floor. • Group students/staff together at the furthest point away from windows on the floor. • Face the wall with backs to the windows • Crouch down on knees and elbows • Hands covering the back of their head/neck • If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. <p>An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</p> <p>DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site’s buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EVACUATION</p>	<p>EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.</p> <p>OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p> <p>EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">REUNIFICATION</p>	<p>STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> • Maintaining accurate information on the location of each child. • Preventing unauthorized individuals from having access to or removing children. • Verifying the identity of individuals coming to take custody of children. • Verifying each individual has the legal right to take custody the child for which they have asked. • Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

Disaster Plan (See Appendix C-F)

William H. Frazier Elementary School will take all necessary measures to keep students, staff, and visitors safe in the event of a disaster. William H. Frazier's Elementary School's Emergency Procedures and Disaster Preparedness Plan is shown in Appendix C and accomplishes the following:

- Incorporates strategies of the Incident Command System, the Standardized Emergency Management System, and the National Incident Management System.
- Maps out specific evacuation procedures within the school building disaster plan.

- Provides guidance for an emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake.
- Identifies emergency response training and exercise opportunities for students and staff.

In the event of a significant emergency involving FUESD schools, the San Diego Sheriff's Department and/or Cal Fire Department will establish incident command to take control of and manage all aspects of the incident. All school district personnel are expected to follow their commands.

Adaptations for Students with Disabilities

The school uses this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency. Disaster procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and require the annual evaluation of the comprehensive school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities. School employees, parents, guardians, and students are able to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The principal, if they determine there is merit to a concern, is to direct the school site council or school safety planning committee as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, and specified.

This Annex is designed to help the school in planning for both students and staff with specific functional or access needs.

Standard Building Evacuation Systems

A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101, Life Safety Code for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101", Life Safety Code", for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72", National Fire Alarm Code, defines a notification appliance as "a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof."

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system. Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building's alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Mobility Impairment

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?

People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs

should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one's arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?

Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a "firefighters" keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

Are Lifts Available?

If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building's emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?

Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?

People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?

One Person

When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People

When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of

people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?

Visual Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

Hard of Hearing or Deaf

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System

People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies

The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
 - o Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
 - o Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with “closed captioning” at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don’t block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building’s alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

Speech Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Cognitive Impairment

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate. Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures

- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAY FINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?

- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Public Agency Use of School Buildings for Emergency Shelters

The District has established a facilities agreement with the American Cross to use the school buildings, ground, and equipment for mass care and welfare shelters during disasters or other emergencies.

The Board shall grant the use of school buildings, grounds, and equipment to the American Red Cross for mass care and welfare shelters during disasters or other emergencies affecting public health and welfare. (Board Policy 3516)

Safety Plan Review, Evaluation and Amendment Procedures

The William H. Frazier Elementary School Comprehensive School Safety Plan will be reviewed, evaluated and amended (if necessary) in the Fall of each school year by the School Site Council, Staff, and Assistant Principal. Pursuant to Education Code Section 35294.6[a] An opportunity for public comment on this plan is provided during this meeting, prior to the plan's adoption.

An updated file containing all safety-related plans and materials are available for public inspection in the William H. Frazier School Office. Documentation of this meeting will be filed alongside the plan and then recorded and may include the meeting agenda, minutes, and copies of materials provided for the plan presentation.

Safety Plan Appendices

Emergency Contact Numbers

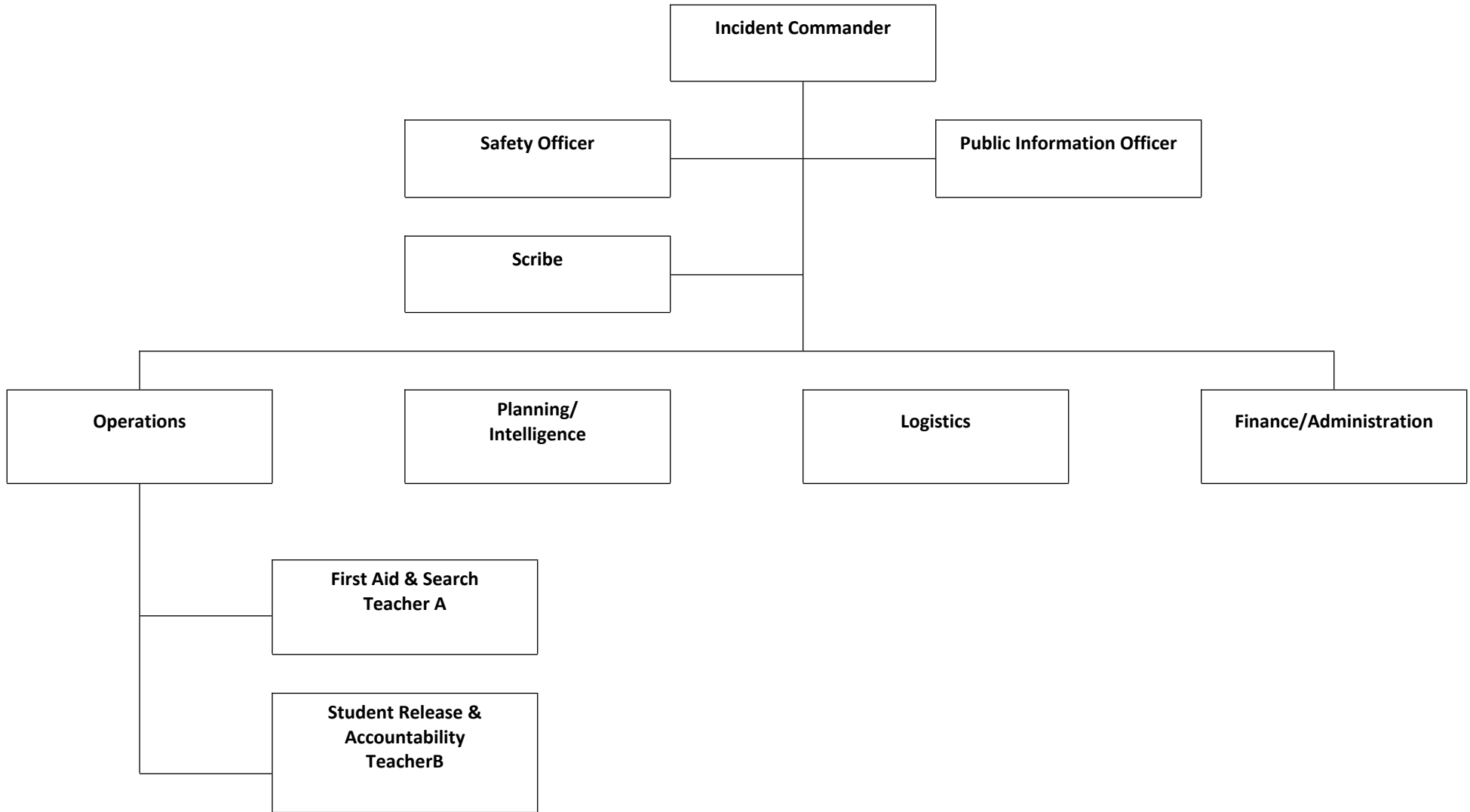
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Superintendents Office	(760) 731-5420	
School District	Student Services - Leonard Rodriguez	(760) 731-5419	
School District	Facilities Department	(760) 731-5436	
School District	Transportation Department	(760) 723-7075	
Law Enforcement/Fire/Paramedic	San Diego Sheriff's Fallbrook Substation	(760) 451-3100	
Law Enforcement/Fire/Paramedic	North County Fire Protection District	(760) 723-2005	
Local Hospitals	Temecula Valley Hospital	(951) 331-2200	
Law Enforcement/Fire/Paramedic	MCB Camp Pendleton Provost Marshall	(760) 725-3888	
Law Enforcement/Fire/Paramedic	MCB Camp Pendleton Fire Department	(760) 725-3333	
Local Hospitals	MCB Camp Pendleton Naval Hospital	(760) 725-1304	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Completed the Updated Section B of CSSP	8/2/23, 2:00 pm	
Certificated Staff Meeting- Reviewed the safety procedures with certificated staff as well as PBIS expectations and procedures	8/09/23, 10:00 am	
Classified Staff Meeting- Reviewed safety procedures with classified staff as well as PBIS expectations and procedures	8/10/23, 8:00 am	
Reviewed routines, procedures, and safety measures for all students	8/14/23, All day	
Fire Drill- Completed first fire drill. Admin monitored ingress and egress of students. Created notes, updated safety plan.	9/7/23, 9:00 am	
Intruder Drill- Provided staff with feedback, updated safety plans, as necessary	9/14/23, 8:30 am	
Great California Shakeout- Earthquake drill- provided staff with feedback, updated safety plans, as necessary	10/19, 10:20 am	
Completed revisions to safety plan Section H and sent to DO for review	12/8/23	
School Site Council Meeting: Comprehensive School Safety Plan presented.	March 2024	

William H. Frazier Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 4 different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a major medical incident

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as an intruder on campus. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

Soft Lockdown: followed by “In Your Room or Area, Clear the Halls” and is used when the hallways need to be kept clear of occupants and staff. **Secure:** followed by the Directive: “Get Inside. Lock Outside Doors” and is the protocol used to safeguard students and staff within the building.

Hard Lockdown: followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep students quiet and in place.

Evacuate: always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.

Shelter: always followed by a type and a method and is the protocol for group and self-protection.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. Be calm, direct, and clear in your announcements. Using the Standard Response Protocol, there are four different actions. These are communicated over the phone system and are kept simple.

Hold: Get students inside and lock the doors. Learning continues as normal. Adults ensure that the doors are locked and account for all students. The adult in charge of students will call the office.

Shelter: Stay in the room; stay away from windows, stay away from bookshelves, filing cabinets, or anything that may fall on a person. Remain in place and take appropriate precautions until all clear is given. Typical for earthquake drills. Typically followed by an evacuation response.

Evacuate: Staff and students evacuate to a designated area. Teachers ensure that all students are out, doors are locked, and students are accounted for at the designated safe zone. Notify administration if students are missing, indicate if extra students are present or if there are injuries requiring assistance. Return to classrooms when given all clear and account for all students. Students, proceed in an orderly manner and stick together as a class.

Lockdown: Lock the doors, turn off the lights, get out of sight and be prepared to evade or defend. Adults recover students from outside, lock the doors and make sure the lights are off. Adults are in charge of the door. Students, move away from lines of sight (doors and windows), maintain silence, and do not open the door.

Hazard Safety Strategy: depending on the hazard, any of the four responses may be taken. The direction will come from the site commander or operations.

Types of Emergencies & Specific Procedures

Aircraft Crash

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

Aircraft crashes into the school

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Aircraft crashes near school

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Animal Disturbance

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF/TEACHER ACTIONS:

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

Armed Assault on Campus

LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

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

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

ANNOUNCEMENT:

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

Example: "Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.

- Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

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

HOSTAGE SITUATION

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

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

STAFF ACTIONS:

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

INTRUDER

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

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate LOCKDOWN.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:

"What can we do to make this better?"

"I understand the problem, and I am concerned."

"We need to work together on this problem."

- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.

SHOOTING

Immediate response to a rapidly changing incident is critical. In most cases, initiate LOCKDOWN procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Remain calm. Do not confront the shooter(s).
- Assess the situation:
 - Is the shooter in the school?
 - Has shooter been identified?
 - Has the weapon been found and/or secured?
- Depending on the situation, initiate LOCKDOWN or EVACUATION, as appropriate.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. LOCKDOWN).
- Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
- Ensure injured students and staff receive medical attention.
- If shooter has left, secure all exterior doors to prevent re-entry.
- If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- Keep crime scene secure. Organize OFF-SITE EVACUATION, if necessary, or prepare to continue with classes.
- Isolate and separate witnesses.
- Gather information for police about the incident and everyone involved with it:
 - Name of suspect(s)
 - Location of shooting
 - Number and identification of casualties and injured
 - Current location of the shooter(s)
- Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.

- Prepare letter for students to take home to their families.
- Arrange for immediate crisis counseling for students and staff.
- Provide liaison for family members of injured students and staff members.
- Debrief staff and school police officers.
- Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

STAFF ACTIONS:

- If gunfire is heard inside the school, implement LOCKDOWN immediately. Do not wait for the LOCKDOWN announcement.
- Alert the principal/site administrator.
- Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to the closest classroom.
- Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Implement LOCKDOWN or EVACUATION, as appropriate.
- Provide first aid for victims, if needed.
- Account for all students.
- Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.
- Assist police officers- provide identity, location and description of individual and weapons.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library.
- Lock the door or move furniture or trash can to bar access to the room.
- Remain quiet until further instructions are provided by the principal or law enforcement.

THREATS/ASSAULTS

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

1) Is the individual moving towards violent action?

2) Is there evidence to suggest movement from thought to action?

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

STAFF ACTIONS:

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

Biological or Chemical Release

AIR POLLUTION ALERT

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

ALLERGIC REACTION

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

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

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

BIOLOGICAL AGENT RELEASE

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

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

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

Outside the building

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Inside the building

STAFF ACTIONS:

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

Inside the building

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

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

CHEMICAL ACCIDENT (offsite)

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

PERSON DISCOVERING SPILL:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

CHEMICAL ACCIDENT (onsite)

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

PERSON DISCOVERING SPILL:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

HAZARDOUS MATERIALS

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

and CHEMICAL ACCIDENT.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

TEACHER ACTIONS:

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

Bomb Threat/ Threat Of violence

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

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as "/ am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.

- Notify the District Superintendent of the situation. Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

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

DIRTY BOMB

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

Outside, close to the incident.

PRINCIPALISITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

- Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- Avoid touching any objects thrown off by the explosion-they might be radioactive.
- Follow standard student assembly, accounting and reporting procedures.
- Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust Put plastic bag away from the population where others will not touch it until authorities provide further instructions.
- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

Inside, close to the incident

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

SUSPICIOUS PACKAGE

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
 - Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
 - Prevent others from coming into the area.
 - Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
 - If powder spills out, shut the ventilation system, heating system, or air
 - Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
 - Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.
- STAFF ACTIONS if package is unopened and not leaking:
- Do not open package. Do not pass it around to .show it to other people.
 - Do not bend, squeeze, shake or drop package.
 - Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
 - Leave the room promptly and prevent anyone from entering.
 - Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

- Do not sniff, touch, taste, or look closely at the spilled contents.
- Do not clean up the powder.

- Put the package on a stable surface.
- Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water.
- Notify principal or Site Administrator.

Bus Disaster

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

BUS DRIVER:

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

STAFF ACTIONS AT THE SCENE:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Earthquake during bus trip

BUS DRIVER ACTIONS:

- Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If Instructed to continue route,
- Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

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

Disorderly Conduct

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

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

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

Inside School

STAFF ACTIONS: - Report disruptive circumstances to principal/site administrator.

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.
- Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Instruct students to **DUCK AND COVER**, lie on the floor and keep students

calm.

- Care for the injured, if any.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

CRIMINAL ACT

Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police (dial 911).
- Identify all parties involved (if possible). Identify witnesses, if any.
- Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- If the incident involves a student, notify the parents or guardians.
- Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

- Care for the victim. Provide any medical attention needed.
- Preserve the crime scene .. With the exception of rescue personnel, deny access to the immediate area until police arrive

IRRATIONAL BEHAVIOR

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.

- Notify principal/site administrator.
- Notify school nurse, school psychologist, counselor or social worker.
- Protect individual from injury.

Earthquake

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

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

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

- Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

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

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify District Office, who will inform public information media as appropriate.

Explosion or Risk Of Explosion

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

PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
- Notify Fire Department (call911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the District Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubby, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate DROP, COVER AND HOLD ON.
- If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if EVACUATION of school site is necessary.
- Contact local fire department (call911) to determine the correct action for your school site.

- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

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

Fire on School Grounds

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

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

BUS DRIVER ACTIONS:

- If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

STORM I SEVERE WEATHER

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

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.

- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

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

TSUNAMI

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Before

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

During

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

After

- Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- Expect debris.
- Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

- If there is a coastal earthquake, initiate TAKE COVER with students in the shielded areas within the building. Stay away from

windows.

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

Loss or Failure Of Utilities

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

PRINCIPAL/SITE ADMINISTRATOR:

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

GAS ODOR /LEAK

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

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR:

- Notify utility company. Provide the following information:
- Affected areas of the school site
- Type of problem or outage
- Expected duration of the outage, if known
- Determine length of time service will be interrupted.

- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

Motor Vehicle Crash

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

Pandemic

When a pandemic occurs in our community, William H. Frazier Elementary School will follow all CDC guidelines in conjunction with Local and State Public Health guidelines with support from the District Nurse.

The following information comes from the California Department of Public Health on COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year:

On July 9, 2021, the Centers for Disease Control and Prevention (CDC) published its updated recommendations for K-12 schools. The following guidance applies CDC's recommendations to the California context, in order to help K-12 schools formulate and implement plans for safe, successful, and full in-person instruction in the 2021-22 school year. This guidance is effective immediately and will be reviewed regularly by the California Department of Public Health (CDPH).

The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible.

General Considerations:

Consideration should be given to both the direct school population as well as the surrounding community. The primary factors to consider include: 1) level of community transmission of COVID-19; 2) COVID-19 vaccination coverage in the community and among students, faculty, and staff; and 3) any local COVID-19 outbreaks or increasing trends. Discussion of these factors should occur in collaboration with local or state public health partners.

Safety Measures for K-12 Schools

1. Masks

a. Masks are optional outdoors for all in K-12 school settings.

b. K-12 students are required to mask indoors, with exemptions per CDPH face mask guidance. Adults in K-12 school settings are required to mask when sharing indoor spaces with students.

c. Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

d. A face covering will be provided to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.

e. Families will be offered alternative educational opportunities for students who are excluded from campus because they will not wear a face covering.

f. In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.

2. Physical distancing

a. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with CDC K-12 School Guidance.

3. Ventilation recommendations:

a. For indoor spaces, ventilation should be optimized, which can be done by following CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools.

4. Recommendations for staying home when sick and getting tested:

a. Follow the strategy for Staying Home when Sick and Getting Tested from the CDC.

b. Getting tested for COVID-19 when symptoms are consistent with COVID-19 will help with rapid contact tracing and prevent the possible spread at schools.

c. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:

- i. At least 24 hours have passed since the resolution of fever without the use of fever-reducing medications; and
- ii. Other symptoms have improved; and
- iii. They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

5. Screening testing recommendations:

a. For the 2021-22 school year, all non-vaccinated staff members will be tested once per week.

6. Case reporting, contact tracing and investigation

a. Per AB 86 (2021) and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department.

b. District Nurse will assist the local health department with contact tracing and investigation.

7. Quarantine recommendations for vaccinated close contacts

a. For those who are vaccinated, follow the CDPH Fully Vaccinated People Guidance regarding quarantine.

8. Quarantine recommendations for unvaccinated students for exposures when both parties were wearing a mask, as required in K 12 indoor settings. These are adapted from the CDC K-12 guidance and CDC definition of a close contact.

a. When both parties were wearing a mask in any school setting in which students are supervised by school staff (including indoor or outdoor school settings and school buses, including on buses operated by public and private school systems), unvaccinated students who are close contacts (more than 15 minutes over a 24-hour period within 0-6 feet) may undergo a modified quarantine as follows. They may continue to attend school for in-person instruction if they:

- i. Are asymptomatic;
 - ii. Continue to appropriately mask, as required;
 - iii. Undergo at least twice weekly testing during quarantine; and
 - iv. Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.
9. Quarantine duration recommendations for unvaccinated close contacts in:

Standard quarantine (i.e., students who were not wearing masks or for whom the infected individual was not wearing a mask during the exposure); OR

Modified quarantine (i.e., students as described in #8 above).

a. These contacts, if they remain asymptomatic (meaning they have NOT had any symptoms), may discontinue self-quarantine under the following conditions:

- i. Quarantine can end after Day 10 from the date of last exposure without testing; OR
- ii. Quarantine can end after Day 7 if a test specimen (i.e., antigen diagnostic test, PCR/molecular diagnostic test, or pooled PCR/molecular test) is collected on or after Day 5 from the date of last exposure and tests negative.

b. To discontinue quarantine before 14 days following the last known exposure, asymptomatic close contacts should:

- i. Continue daily self-monitoring for symptoms through Day 14 from last known exposure; AND
- ii. Follow all recommended non-pharmaceutical interventions (e.g., wearing a mask when around others, hand washing, avoiding crowds) through Day 14 from the last known exposure.

c. If any symptoms develop during this 14-day period, the exposed person must immediately isolate, get tested, and contact their healthcare provider with any questions regarding their care.

10. Isolation recommendations

a. For both vaccinated and unvaccinated persons, follow the CDPH Isolation Guidance for those diagnosed with COVID-19.

11. Hand hygiene recommendations

- a. Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
- b. Promote hand washing throughout the day, especially before and after eating, after using the toilet, after handling garbage, or removing gloves.
- c. Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

12. Cleaning recommendations

- a. In general, cleaning once a day is usually enough to sufficiently remove a potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.
- b. If a facility has had a sick person with COVID-19 within the last 24 hours, clean AND disinfects the spaces occupied by that person during that time.

13. Food service recommendations

- a. Maximize physical distance as much as possible while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as classrooms or the gymnasium can help facilitate distancing. Arrange for eating outdoors as much as feasible.
- b. Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.

14. Vaccination verification considerations

- a. For the 2021-22 school year, school staff will provide the Assistant Superintendent of Human Resources, Brian Morris, a copy of their vaccination record. If a staff chooses not to provide verification, the staff member will submit to weekly testing.

15. COVID-19 Safety Planning Transparency

- a. If and when a pandemic occurs, The school will post a safety plan, communicating the safety measures in place for the school year, on the LEA's website and at schools, and disseminate to families in advance of the start of the school year.

Psychological Trauma

Crisis Management Actions are to be taken during and subsequent to any emergency that may have psychological impact on students and staff, such as act of violence; death of a student or staff member; earthquake or other natural disaster; serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

1. Temporary disruption of regular school functions and routines.
2. Significant interference with ability of students and staff to focus on learning.
3. Physical and/or psychological injury to students and staff.
4. Concentrated attention from community and news media.

As a result of such emergencies, students and staff may exhibit variety of psychological reactions. As soon as physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of students and staff.

Procedure:

1. School Administrator establishes Mental Health Team, which has primary responsibility for providing necessary assistance after all types of crisis, including psychological first aid.
2. Mental Health Team assesses range of crisis intervention services needed during and following the emergency.

3. Mental Health Team provides for or arranges for direct intervention services.
4. If there is need for additional counseling services, School Administrator notifies District Superintendent or Designee.
5. Mental Health Team advises and assists School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, Medical Team members provide ongoing assessment of needs and follow-up services as required.

Suspected Contamination of Food or Water

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

PREVENTATIVE MEASURES:

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

Tactical Responses to Criminal Incidents

Depending on the nature of the incident, the school administration may determine that one of the standard responses, such as shelter in place, hold, or lockdown, is necessary. The administration or designee will coordinate with local law enforcement and the Superintendent or Designee.

Unlawful Demonstration or Walkout

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

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

STUDENT RIOT

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



STUDENT ACTIONS:


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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Emergency Resources

	
<p>The Emergency Classroom Backpack contains:</p>	<p>The Emergency Bucket contains:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Procedures for Different Types of Emergencies Student Reporting Forms (10 copies) <input type="checkbox"/> Evacuation Plan Map/Emergency Buddy List <input type="checkbox"/> 3 pack of playing cards or equivalent (diversion for a long evacuation) <input type="checkbox"/> Green/Red door indicators <input type="checkbox"/> Primer on Tips for Talking to Children and Youth After Traumatic Events 	<ul style="list-style-type: none"> <input type="checkbox"/> Duct Tape (1 roll) <input type="checkbox"/> Flashlight/radio/siren (1) <input type="checkbox"/> Toilet Bags (1 bag of 12) <input type="checkbox"/> Toilet Paper (2 rolls) <input type="checkbox"/> Latex Free Gloves (4 pairs) <input type="checkbox"/> Heavy Duty Gloves (2 pairs) <input type="checkbox"/> 4x4 Gauze Pads (10) <input type="checkbox"/> 8x10 Abdominal Pads (3) <input type="checkbox"/> Emergency Blankets (5)

	
<p>The Search and Rescue Bag (Team of 2) contains:</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Search and Rescue Maps (with locations of emergency food/water) <input type="checkbox"/> Search and Rescue Damage Assessment Reporting Form <input type="checkbox"/> Safety Goggles (2 pair) <input type="checkbox"/> Chalk (3 pieces) <input type="checkbox"/> Heavy Duty Gloves (2 pair) <input type="checkbox"/> Headlamp (2) <input type="checkbox"/> Emergency Blankets (4) <input type="checkbox"/> Prybar (1) <input type="checkbox"/> Master Key (1) <input type="checkbox"/> Walkie-Talkie (1) <input type="checkbox"/> 12-Hour Glow Sticks (4) 	<ul style="list-style-type: none"> <input type="checkbox"/> Emergency Water (6 packs) <input type="checkbox"/> Caution Tape (1 roll) <input type="checkbox"/> Hard Hats (2) <input type="checkbox"/> Emergency Vests (2) <input type="checkbox"/> Utility Rope (1) <input type="checkbox"/> Dust Masks (4) <input type="checkbox"/> Duct Tape (1 roll) <input type="checkbox"/> Latex Gloves (4 pair) <input type="checkbox"/> Whistles (2) <input type="checkbox"/> Small First Aid Kit (adhesive bandages, gauze pads/roll, adhesive tape, instant ice packs)

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

These guidelines from the California Education Code refer to students in all grades, TK-12. All statutory references are to the Education Code unless otherwise noted.

Definitions (Education Code 48925)

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from a class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or principal's designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.
4. Behavior management techniques called for in the IEP of a previously identified student with exceptional need(s).
5. Reassignment within the requirements of the IEP of a previously identified student with exceptional need(s).

Expulsion means the removal of a student from (1) the immediate supervision and control, or (2) the general supervision, of school personnel, as those terms are used in Section 46300.

Parent means a student's parent, legal guardian, or, for a student with previously identified exceptional need(s), a surrogate parent where one has been appointed.

Day means a calendar day unless otherwise specifically provided.

District means the Fallbrook Union Elementary School District.

School day means a day upon which the schools of the district are in session (including during summer school and extended school year for those students with such services in their IEPs) or weekdays during the summer recess.

Student may include a student's parent/guardian or legal counsel or, for a previously identified student with exceptional need(s), a surrogate parent if one has been appointed.

Governing Board means the Governing Board (also known as the Board of Trustees) of the District. "Governing Board" and "Board" are synonymous throughout.

Student with Previously Identified Exceptional Need(s) means a student who meets the requirements of Section 56026 and who, at the time the alleged misconduct occurred, was enrolled in special education.

Superintendent means the District Superintendent of Schools and/or his or her designee.

Principal's Designee means any one or more administrators at the school site specifically designated by the principal, in writing, to assist with disciplinary procedures. If there is not an administrator in addition to the principal at the school site, a certificated person at the school site may be specifically designated by the principal, in writing, as a "principal's primary designee to assist with disciplinary procedures." The principal may designate only one such person at a time as the principal's primary designee for the school year. An additional person meeting the requirements of this subdivision may be designated by the principal, in writing, to act for the purposes of this article when both the principal and the principal's primary designee are absent from the school site. The names of any person or persons designated as a principal's designee and the written designation shall be on file in the principal's office.

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. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5)

Notification shall include information about the ongoing availability of individual school rules and all district policies and regulations

pertaining to student discipline.

Grounds for Suspension or Expulsion

1. A student shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal, or his/her designee, of the school in which the student is enrolled, determines that the student has:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 2. Willfully used force or violence upon the person of another, except in self-defense.
 - b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the student has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. "Firearm means any device designed to be used as a weapon from which is expelled through a barrel a projectile by the force of any explosion or other form of combustion." (Penal Code 16520(a).
 - c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. Students who possess over-the-counter medications for use by the student for medical purposes or medications prescribed to the student by a doctor are not subject to expulsion.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property.
 - g. Stole or attempted to steal school property or private property.
 - h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, electronic cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a student of his or her own prescription products.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, defined in Section 11014.5 of the Health and Safety Code.
 - k. Knowingly received stolen school property or private property.
 - l. Possessed an imitation firearm. As used here, "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.
 - m. Committed or attempted to commit a sexual assault, as defined in Sections 261, 266c, 286, 288, 288a, or 289 of the Penal Code, or committed a sexual battery as defined in Section 243.4 of the Penal Code.
 - n. Harassed, threatened, or intimidated a student witness in a disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against the student for being a witness, or both.
 - o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p. Engaged in, or attempted to engage in hazing. For purposes of this subdivision, "hazing," means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.
 - q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students, directed toward one or more students that have or can be reasonably predicted to have the effect of one or more of the following:

- a. Placing a student or students in fear of harm to that student or those students' person or property.
- b. Causing a student to experience a substantially detrimental effect on his or her physical or mental health.
- c. Causing a student to experience substantial interference with his or her academic performance.
- d. Causing a student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of communication including but not limited to any of the following:

- a. a message, text, sound, or image.

b. a post on a social network Internet Web site including, but not limited to:

I. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph 1 above.

II. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph 1 above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purposes of bullying that student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

III. Creating a false profile for the purpose of having one or more of the effects listed in paragraph 1 above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

A pupil who severely or pervasively engages in such electronic acts may be punished if such an act causes a student to fear harm to his or her person or property, causes substantial harm to a student's physical or mental health, causes substantial interference with a student's ability to participate in or benefit from school services, activities, or privileges. An electronic act does not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

Additional Grounds for Suspension or Expulsion

- Ed Code 48900.2

Committed sexual harassment as defined in Section 212.5. Sexual harassment must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact on the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to students enrolled in kindergarten and grades 1-3, inclusive.

- Ed Code 48900.3

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233. This section shall not apply to students enrolled in kindergarten and grades 1-3, inclusive.

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- Ed Code 48900.4

Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school district personnel or students by creating an intimidating or hostile educational environment. This section shall not apply to students enrolled in kindergarten and grades 1-3, inclusive.

- Ed Code 48900.7

Made terroristic threats against school officials or school property, or both. "Terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, 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, which, on its face, and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific, as to convey to the person threatened, a gravity of purpose, and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened, or his or her immediate family.

3. Disruptive Acts

The following are examples of misconduct deemed to constitute a violation of Education Code 48900 (k) and Grounds for Suspension or Expulsion, K. Examples include, but are not limited to:

A. Verbal abuse and/or defiance of a supervisor, teacher, administrator, or other district employee engaged in the performance of his or her duties.

B. Disruptive behavior on campus, in the classroom, at a student activity, on a school bus, or at a club or other school or district

supervised activity.

C. Gambling.

D. Hazing.

E. Immoral behavior, possession/possession for sale of pornographic materials.

F. Leaving school or being in a restricted area without permission of school authority.

G. Violation of a governmental statute, ordinance, or regulation.

H. Violation of the dress code, closed campus, or any other Governing Board policy or school regulation. I. Hate-motivated act.

J. Engaging in any form of obscene, libelous, or slanderous communication.

K. Challenging, provoking or engaging in fighting.

L. Sexual harassment.

M. Creating or posting to a burn page.

N. Creating a false electronic profile for ill intent.

4. Hate-motivated Acts

A. "Hate-motivated act" is defined as any act causing or attempting to cause physical injury, emotional suffering, or property damage through intimidation, harassment, bigoted slurs or epithets, vandalism, force, or threat of force motivated in part or in whole by hostility toward the victim's real or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

B. Hate-motivated acts include, but are not limited to, criminal acts that are statutory violations and (1) posting or circulating demeaning jokes, leaflets, or caricatures; (2) defacing, removing, or destroying posted materials, announcements, or memorials, and the like; (3) distributing or posting hate group literature and/or posters; or (4) using bigoted insults, taunts, or slurs.

5. Electronic Signaling Devices (Ed Code 48901.5)

No student shall possess or use any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, while on campus, while attending any school-sponsored activity, or while under the supervision and control of district employee(s). No student is prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of a student and use of which is limited for purposes related to the health of the student. Unlawful possession of an electronic signaling device may be grounds for suspension if the student is notified in advance that possession is prohibited.

6. Alternatives to suspension or expulsion shall be imposed, wherever practicable, against any student who is truant, tardy, or otherwise absent from school activities.

7. Students may be suspended or expelled only for acts that are related to school activity or attendance occurring in a school under the jurisdiction of the district or occurring within any other school district at any time, including but not limited to any of the following: 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period whether on or off campus, or 4) during, or while going to or coming from a school-sponsored activity.

8. Imposition of Suspension (Ed Code 48900.5)

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including an individual with previously identified exceptional need(s), may be suspended upon the first offense if the principal or superintendent determines that the student violated subdivisions A, B, C, D, or E of Grounds for Suspension or Expulsion or upon a first offense for any of the reasons enumerated in Grounds for Suspension or Expulsion if the superintendent, principal or designee determines that the student's presence causes a danger to persons.

Suspension

1. Suspension by a Teacher

A. A teacher may suspend a student from his/her class for the day of the suspension and the day following for any act enumerated in Grounds for Suspension or Expulsion.

B. The teacher shall immediately report the suspension to the principal of the school and send the student to the principal or designee for appropriate action. As soon as possible, the teacher shall meet with the principal or designee and the student to state

the reason for the suspension and to give the student an opportunity to explain his/her version of the incident.

C. If the disciplinary action requires the student's presence at school, the student shall be under the appropriate supervision of a certificated staff qualified to teach the student's grade level.

D. A student suspended from a class shall not be placed in another regular class during the period of suspension. If the student is assigned to more than one class per day, the suspension shall apply only to other regular classes scheduled at the same time as the class from which the student was suspended.

E. As soon as possible, the teacher shall ask the parent/guardian of the student to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor or psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent/guardian so requests.

F. The student shall not be returned to the class from which he/she was suspended during the period of the suspension without the concurrence of the teacher of the class and the principal.

G. A teacher may also refer a student, for any of the acts enumerated in Grounds for Suspension or Expulsion, to the principal or designee for consideration of a suspension from school.

2. Suspensions by a Teacher and Parental Attendance

A. A teacher who suspends a student for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying the valid authority of the teacher or other school personnel, may require the parent to attend a portion of a school day in his or her child's classroom. The attendance of the parent shall be limited to the class from which the student was suspended. (Ed Code 48900.1)

B. If a teacher imposes the parental attendance requirement as stated in Education Code 48900.1, the principal shall send a written notice to the parent or guardian stating that their attendance is pursuant to law. The written notice may specify that the parent's attendance be on the day on which the student is scheduled to return to class, or within a reasonable period of time thereafter.

C. The teacher shall apply this policy uniformly to all students within the classroom.

D. After completing the visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee.

E. The principal shall contact, by telephone, any parent/guardian who fails to respond to the request to attend school pursuant to this section. The purpose of this contact is to emphasize the need for parental cooperation and to ascertain any reason for not attending.

F. Only a parent/guardian who actually lives with the student is affected by this law.

G. Reinstatement of a suspended student shall not be contingent upon compliance with this provision by the student's parent or guardian.

3. Suspensions by a Principal/Designee or Superintendent (Ed Code 48911)

A. Authority to Suspend (Ed Code 48900.5)

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional programs. Disciplinary strategies may include but are not limited to, in-school suspension, after-school detention, counseling, community service, or parent conferences. A student, including an individual with previously identified exceptional need(s), may be suspended upon the first offense if the principal or superintendent determines that the student violated subdivisions A, B, C, D, or E of Grounds for Suspension or Expulsion or upon a first offense for any of the reasons enumerated in Grounds for Suspension or Expulsion if the principal or superintendent determines that the student's presence causes a danger to persons.

B. Immediate Suspension (Ed Code 48915 (c))

The principal or superintendent shall immediately suspend, and recommend for expulsion, a student that he or she determines has committed any of the following acts:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, and permission was concurred by the principal or the principal's designee. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the school district. The act of possessing an imitation firearm, as defined herein, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision, but is an offense for which suspension or expulsion may be imposed.

2. Brandishing a knife at another person. "Knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding

knife with a blade that locks into place, or a razor with an unguarded blade. (Ed Code 48915(g).)

3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900 (n).

5. Possession of an explosive. As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

C. Pre-Suspension Conference

Suspension by the principal or designee shall be preceded by an informal conference conducted by the principal, designee, or district superintendent between the student, and whenever practicable, the teacher or employee who referred the student to the principal, designee or superintendent. At the conference, the student shall be informed of the reason(s) for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version of the incident and evidence in his or her defense.

Notification of Parent/Guardian

At the time of suspension, a school employee shall make a reasonable effort to contact the student's parent/guardian in person or by telephone. If a student is suspended from school, the parent or guardian shall be notified in writing of the suspension

D. Report

The principal or designee shall report the suspension of a student, including the cause thereof, to the Governing Board or district superintendent by sending a copy of the suspension notice to the Educational Services Division.

E. Parent's Conference

No penalties shall be imposed on a student for the failure of the student's parent/guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at a conference.

F. Emergency Suspension

A principal, the principal's designee, or the superintendent may suspend a student without affording the student an opportunity for a conference only if the principal, the principal's designee, or the superintendent determines that an emergency situation exists. "Emergency situation," as used in this section, means a situation determined by the principal, principal's designee, or the superintendent to constitute a clear and present danger to the life, safety, or health of students or school personnel. If a student is suspended without a conference prior to suspension, both the parent and the student shall be notified of the student's right to a conference, and the student's right to return to school for the purpose of a conference. The conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to school for the conference.

G. Length of Suspension

The principal of the school, the principal's designee, or the superintendent may suspend a student from the school for any of the reasons enumerated in Grounds for Suspension or Expulsion for no more than five (5) consecutive school days.

H. Suspension Meeting (Ed Code 48914)

Upon the parent's request, the superintendent or designee may meet with the parent of a suspended student to discuss the causes, the duration, the school policy involved, and other matters pertinent to the suspension.

I. Notification of Law Enforcement Agencies (Ed Code 48902)

1. The principal or the principal's designee shall, prior to the suspension of any student, notify the appropriate law enforcement authorities of any acts of the student which may violate Section 245 of the Penal Code (relating to assault with a deadly weapon or force likely to produce great bodily injury).
2. The principal or designee shall, within one school day after the suspension of any student, notify by telephone or other appropriate methods the appropriate law enforcement authorities of any act of the student which may violate subdivision 1 (C) or 1 (D) noted in Grounds for Suspension or Expulsion.
3. The principal or designee shall notify appropriate law enforcement authorities of any acts of a student that may involve the possession or sale of narcotics or of a controlled substance or a violation of Penal Code Section 626.9 or 626.10 (relating to possession of weapons on campus), even if the student has not been suspended or expelled.
4. A principal or designee reporting a known or suspected act described above is not civilly or criminally liable for the report unless it is proven that the report was false and that the person making the report knew it was false or made the report with reckless disregard for the truth.

J. Extension of Suspension (Ed Code 48911(g))

In a case where expulsion from any school or suspension for the balance of the semester from continuation school is being processed by Governing Board, the superintendent or other person designated by the superintendent in writing may extend the suspension until such time as the Governing Board has rendered a decision in the action.

If a student or the student's parent has requested a meeting to discuss the original suspension, the superintendent may determine at that meeting whether to extend the suspension.

An extension may be imposed only if the superintendent or designee has determined, following a meeting in which the student and the student's parent are invited to participate, that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process.

If the student is a foster child, the district superintendent or designee shall invite the student's attorney and an appropriate representative of the county child welfare agency to that meeting.

a. Student with Previously Identified Exceptional Need(s)

When a suspension is extended pending the processing of an expulsion recommendation for a student with previously identified exceptional need(s), the student must be provided with educational services allowing him or her to make progress on his or her individual IEP goals and in the general curriculum, beginning no later than the 11th day of consecutive removal from his or her regular program.

An expulsion recommendation may only be processed for a student with previously identified exceptional need(s) after the determination by the IEP team that the behavior was not a manifestation of the student's disability nor the direct result of the district's failure to implement the student's agreed upon individual education program, pursuant to the IDEA.

If a student is a foster child, the district shall invite the pupil's attorney and an appropriate representative of the county child welfare agency to participate in the IEP meeting where that manifestation determination is to be made. That invitation may be made by the most cost-effective method possible, including but not limited to electronic mail or telephone call.

K. Maximum Number of Days of Suspension (Ed Code 48903)

Except as expressly provided in Section 3 (K) 1 and 2, above, or 4, below, (Suspension by Governing Board), the total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year unless, for purposes of adjustment, a student enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the student may be suspended shall not exceed 30 school days in any school year.

For purposes of this section, the district may count suspensions that occur while the student is enrolled in another school district toward the maximum number of days for which a pupil may be suspended in any school year.

4. Suspension by the Governing Board (Ed Code 48912)

A. Length of Suspension

The Governing Board may suspend a student from school for any of the acts enumerated in Grounds for Suspension or Expulsion for any number of school days within the limits prescribed in 3 (L), above.

B. Suspension from Continuation School (Ed Code 48912.5)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts enumerated in Grounds for Suspension or Expulsion occurred.

C. Closed Session

The Governing Board of the district shall, unless a request has been made to the contrary, hold closed sessions when the Board is considering the suspension of, disciplinary action against, or any other action except expulsion in connection with, any student if a public hearing upon that question would lead to the giving out of information concerning a student which would be in violation of Article 5 (commencing with Section 49073) of Chapter 6.5.

D. Notice to Parents of Closed Session

Before calling a closed session to consider these matters, the Governing Board shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent or guardian, or the student if the student is an adult, of the intent of the Governing Board to call and hold a closed session. Unless the student or the student's parent shall, in writing, within 48 hours after receipt of the written notice of the Governing Board's intention, request that the hearing be held as a public meeting, the hearing to consider these matters shall be conducted by the Governing Board in closed session. If a written request is served upon the Clerk or Secretary of the Governing Board, the meeting shall be public, except that any discussion at that meeting, which may be in conflict with the right to privacy of any student other than the student requesting the public meeting, shall be in closed session.

5. Completion of Student Work Assignments (Ed Code 48913)

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The teacher of any class from which a student is suspended will require the suspended student to complete any assignments and tests missed during the suspension.

6. Community Service Alternative (Ed Code 48900.6)

As part of, or instead of other disciplinary action, except in instances where suspension is required by the Education Code, the Governing Board, the superintendent, the principal or the principal's designee may require the student to perform community service on school grounds, or with the written permission of the parent or guardian of the student, off school grounds, during the student's non-school hours. Community service may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher or youth assistance programs or such work performed in the community. This section may apply if a recommended expulsion is not implemented or is, itself, suspended by stipulation or administrative action.

7. Involuntary Transfer to Continuation Schools (Ed Code 48432.5)

A. A student who commits an action enumerated in Grounds for Suspension or Expulsion, or has been habitually truant or irregular in attendance from instruction upon which he or she is lawfully required to attend, may be involuntarily transferred to continuation school.

B. Involuntary transfer to a continuation school shall be imposed only when other means fail to bring about student improvement, provided that a student may be involuntarily transferred the first time he or she commits an act enumerated in Grounds for Suspension or Expulsion if the principal determines that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

C. Before implementing the transfer, the district shall send the student and parent or guardian written notice of the opportunity to

request a meeting with the superintendent's designee prior to the transfer.

D. At the meeting, the student or the student's parents or guardian shall be informed of the specific facts and reasons for the proposed transfer and will have the opportunity to inspect all documents relied upon, question any evidence and witnesses presented, and present evidence on the student's behalf.

E. None of the persons involved in making the final decision to make an involuntary transfer to a continuation school may be on the staff of the school in which the student is currently enrolled at the time the decision is made. The district's decision to transfer shall be in writing, stating the facts and reasons for the decision, and sent to the student and the student's parents or guardian. It shall indicate the process for a review pursuant to 7 (F) below.

F. Involuntary transfers to a continuation school will be reviewed annually by the superintendent or designee upon student request. The review will take place in a meeting where the student and/or student's parent or guardian may present information supporting the request to return to a regular program.

8. Exclusion from District Property/Activities

During the period of a suspension, the student shall not enter, or come onto, any district property or grounds, and shall not attend any district or school-sponsored activities or events.

Expulsion

1. Recommendation for Expulsion (Ed Code 48900, 48915)

A. Mandatory Recommendation (Ed Code 48915 (c))

A principal or the superintendent shall immediately suspend, and shall recommend the expulsion of a student that he or she determines has committed any of the following acts:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee and permission were concurred in by the principal or the principal's designee. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined above, is not an offense for which expulsion is mandatory, but is an offense for which expulsion may be pursued, per Section 1(c) below.
2. Brandishing a knife at another person. (See definition of "knife" in Immediate Suspension, 3 (B)(3)).
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900(n).
5. Possession of an explosive. (See definition of "explosive" in immediate suspension, 3(B)(5))

B. Mandatory Recommendation Unless Inappropriate (Ed Code 48915 (a))

A principal or the superintendent shall recommend a student's expulsion for any of the following acts unless the principal or superintendent finds that expulsion should not be recommended under the circumstances or that an alternative means of correction could address the conduct:

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 (See definition of "knife" in Immediate Suspension, 3 (B))
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (i) the first offense of the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; (ii) the possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician
4. Robbery or extortion.

5. Assault or battery upon any school employee, as defined in Penal Code Sections 240 and 242. C. Discretionary Recommendation (Ed Codes 48900, 48900.2, 48900.3, 48900.4)

Except as provided in Recommendation for Expulsion, 1 (A) or (B), the principal or superintendent may recommend a student's expulsion for the student's commission of any of the acts set forth in Grounds for Suspension or Expulsion.

2. Governing Board Action on Expulsion Recommendation

A. Mandatory Expulsion (Ed Code 48915 (d))

The Governing Board shall order a student expelled upon finding that the student committed an act listed in Recommendation for Expulsion, 1 (A).

B. Discretionary Expulsion (Ed Code 48915 (b), (e))

The Governing Board may order a student expelled upon finding that the student committed an act listed in Recommendation for Expulsion, 1 (B) or Grounds for Suspension or Expulsion, but not also listed in Recommendation for Expulsion 1 (A), and a finding of either of the following:

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

3. Procedures for Student Expulsion

A. The student and the student's parent or guardian shall be entitled to a hearing to determine whether the student should be expelled.

B. Timing of expulsion hearing:

1. An expulsion hearing should be held within 30 school days after the date the principal or superintendent determines that the student has committed any of the acts enumerated in Grounds for Suspension or Expulsion unless the student or the student's parent or guardian requests, in writing, that the hearing be postponed.
2. The student shall be entitled to at least one postponement of the hearing for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the Governing Board.
3. If compliance by the Governing Board with the time requirements for conducting the expulsion hearing is impracticable during the regular school year, the superintendent or designee may, for good cause, extend the time period for holding the expulsion hearing for an additional five (5) school days. Reasons for the extension of time for the hearing shall be included as part of the record at the time the expulsion hearing is conducted.

Upon commencement of the hearing, all matters shall be pursued and conducted with a reasonable difference and shall be concluded without unnecessary delay. If compliance by the Governing Board with the time requirements for conducting the expulsion hearing is impracticable due to a summer recess of Governing Board meetings of more than two weeks, the days of the recess period shall not be counted as school days. The days not counted for this purpose shall not exceed 20 school days, unless the student requests a postponement. The hearing shall in any event be held within 20 school days of the commencement of the regular school year.

C. Written Notice to Parent/Guardian of Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days prior to the date of the hearing. The notice shall include:

1. The date and place of the hearing.
2. A statement of the specific facts and charges upon which the proposed expulsion is based.
3. A copy of the disciplinary rules of the district that relate to the alleged violation.
4. Notice that the student or the student's parent/guardian has the right to appear in person or to employ and be represented by counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.
5. Notice of parent and student's obligation to notify other school districts upon enrollment, of expulsion from the SMUSD.

6. If the decision to recommend the expulsion of a foster child is discretionary, the Governing Board shall provide notice of the expulsion hearing to the student's attorney and an appropriate representative of the county child welfare agency at least 10 calendar days before the date of hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to electronic mail or telephone call.

7. If the decision to recommend the expulsion of a foster child is mandatory, the Governing Board may provide notice of the expulsion hearing to the student's attorney and an appropriate representative of the county child welfare agency at least 10 calendar days before the date of hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to electronic mail or telephone call.

D. Student's Right to Waive Hearing

The student and the student's parent shall be afforded the opportunity, at their discretion, to waive any and all of their due process rights relative to an expulsion recommendation, including, but not limited to, the right to a hearing to determine whether the student committed the offense(s) with which he/she has been charged. If the student and/or the student's parent requests a waiver of any of their rights, the consequences of such a waiver shall be thoroughly explained to them by the district, along with notification of their right to consult counsel regarding such a waiver, prior to entering into a waiver agreement.

E. Expulsion Hearing Before Governing Board of Education

The Governing Board shall conduct a hearing to consider the expulsion of a student in a session closed to the public, unless the student or the student's parent/guardian requests in writing, at least five days prior to the date of the hearing, that the hearing be at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Governing Board may meet in a closed session for the purpose of deliberating and determining if the student should be expelled. If the Governing Board admits any other person to the closed deliberation session, the parent/guardian of the student, the student, and the counsel for the student shall also be allowed to attend the closed deliberations.

F. Alternative to Governing Board Hearing

1. In lieu of a hearing before the Governing Board, the Governing Board may appoint an impartial Administrative Hearing Panel of three or more certificated persons, none of whom shall be members of the Governing Board or employed Comprehensive School Safety Plan 23 of 67 2/17/21

on the staff of the school in which the student is enrolled. The hearing shall be conducted in accordance with all of the procedures established in this section.

2. If an alternative to a Governing Board hearing is used, within three school days following the hearing, the Administrative Hearing Panel shall determine whether to recommend the expulsion of a student to the Governing Board. If the decision is not to recommend expulsion, the expulsion proceedings shall be terminated and the student shall be immediately reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs. Placement in one or more of these programs shall be made by the superintendent or designee after consultation with school district personnel, including the student's teacher(s), and the student's parent/guardian. The decision not to recommend expulsion shall be final.

3. If the Administrative Hearing Panel recommends expulsion, findings of fact (which are to be based solely on the evidence adduced at the hearing and not based solely on hearsay evidence) in support of the recommendation shall be prepared and submitted to the Governing Board. The Governing Board shall make a determination to accept, accept with modifications, or reject the Administrative Hearing Panel's findings. Such action shall be based upon a review of the findings of fact and recommendations submitted by the panel and/or upon the result of any supplementary hearing that the Governing Board may order.

G. Record of the Hearing

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Evidence at the Hearing

1. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to relying in the conduct of serious affairs.

2. No decision to expel shall be based solely upon hearsay evidence. Where the Governing Board or the hearing officer or Administrative Hearing Panel may, upon a finding that good cause exists, determines that the disclosure of the identity of a witness

and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board or the hearing officer or Administrative Hearing Panel. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness shall be made available to the student, the student's parent or guardian, and the student's counsel or non-attorney advisor.

3. If the student, parent, or representative of the student fails to object at the hearing that these rules are not being properly followed, or that any other law or requirement of due process is not being followed, the objections shall be deemed waived.

I. Subpoena Power

1. Before the hearing has commenced, the Governing Board may issue subpoenas at the request of either the superintendent or the student, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced the Governing Board or the hearing officer or Administrative Hearing Panel may, upon request of either the County Superintendent of Schools or the superintendent's designee or the student, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

2. Any objection raised by the superintendent or the student to the issuance of subpoenas may be considered by the Governing Board in closed session, or in open session if so requested by the student before the meeting. Any decision by the Governing Board in response to an objection to the issuance of subpoenas shall be final and binding. 3. If the Governing Board, hearing officer, or Administrative Hearing Panel determines, in accordance with the procedure set forth in 3 (H) of this subsection, that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for in 3 (H) (2) of this subsection.

4. Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to a subpoena, other than the parties or officers or employees of the state or any political subdivision thereof, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

J. Special Procedures for Expulsion Hearings With Sexual Assault/Battery Allegations

1. A complaining witness must be given five days notice prior to being called to testify and is 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. Prior to a complaining witness testifying, support persons will be admonished that the hearing is confidential. These provisions do not preclude the hearing chairperson from removing a support person if the hearing chairperson finds that the person is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Penal Code Section 868.5 must be followed.

2. A complaining witness has the right to have his or her testimony heard in closed session when testifying at a public hearing would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threat and harm, including but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed circuit television.

3. Evidence of specific instances of a complaining witness prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the hearing chairperson that extraordinary circumstances exist requiring that specific instances of a complaining witness prior sexual conduct be heard. Before the hearing chairperson makes such a determination, the complaining witness must be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counselor, or other support people. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

4. At the time the expulsion is recommended, the complaining witness shall be provided with a copy of the applicable disciplinary rules and advised of his or her right to (1) receive five days' notice of the complaining witness' scheduled testimony at the hearing; (2) have up to two adult support persons of his or her choosing present at the hearing at the time he/she testifies; and (3) to have the hearing closed during the time he/she testifies.

5. The expulsion hearing may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is a complaining witness.

6. The district shall provide a non-threatening environment for a complaining witness during the expulsion hearing. The district is required to have a separate room available for the witness during breaks.

7. Whenever any allegation is made of sexual battery/assault, complaining witnesses and accused students are to be advised

immediately to refrain from personal or telephone contact with each other during the pendency of any expulsion process.

4. Board of Education

A. Final action to expel a student shall be taken only by the Board in a public session.

B. The decision of the Board whether to expel the student shall be made within 10 school days following the conclusion of the hearing unless the student or student's parent or guardian requests in writing that the decision is postponed. C. The decision of the Governing Board to expel a student shall be based upon substantial evidence, relevant to the charges and showing that the student committed any of the acts enumerated in Grounds for Suspension or Expulsion, adduced at the expulsion hearing(s).

5. The Governing Board shall maintain a non-privileged, disclosable, appropriately redacted, public record of each expulsion, including the cause, therefore.

6. Recordation in Student's Record

The expulsion order and the causes therefore shall be recorded in the student's mandatory interim record and shall be forwarded, upon receipt of a request, to a school in which the student subsequently enrolls.

7. Written Notice of Expulsion Decision

Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent or designee to the student or parent or guardian and shall be accompanied by all of the following:

A. Notice of the right to appeal the expulsion to the Board of Education.

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B. Notice of the parent or student's obligation under subdivision (b) of Section 48915.1, upon the student's enrollment in a new school district, to inform that district of the expulsion.

C. A description of the procedure for requesting readmission.

D. Notice of the education alternative placement to be provided to the student during the period of expulsion.

8. Rehabilitation Plan

According to Section 48916(b), the governing board shall recommend a plan of rehabilitation for the student at the time of the expulsion order which may include but is not limited to, periodic review and assessment at the time of review for readmission. The plan may also include recommendations for: 1) improved academic performance; 2) tutoring; 3) special education assessments; 4) job training; 5) counseling; 6) employment; 7) community service; or 8) other rehabilitative programs.

9. Suspension of Expulsion During Period of Probation (Ed Code 48917)

A. Order of Probation

The Governing Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may as a condition of the suspension of enforcement, assign the student to a school, class, or program that is deemed appropriate for the rehabilitation of the student. The rehabilitation program to which the student is assigned may provide for the involvement of the student's parent in his or her child's education in ways that are specified in the rehabilitation program. A parent's refusal to participate in the rehabilitation program shall not be considered in the Governing Board's determination as to whether the student has satisfactorily completed the rehabilitation program. During the period of the suspension of the expulsion order, the student shall be deemed to be on probationary status.

B. Revocation of Probation

The Governing Board may revoke the suspension of an expulsion order under this section if the student commits any of the acts enumerated in Grounds for Suspension or Expulsion or violates any of the district's rules and regulations governing student conduct. When the Governing Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order without an additional hearing before the Governing Board.

C. Reinstatement After Successful Probation Period

Upon satisfactory completion of the rehabilitation assignment, the Governing Board shall reinstate the student in a school of the district and the Governing Board may also order the expunging of any or all records of the expulsion proceedings.

D. Appeal Timelines Not Affected

A decision of the Governing Board to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the Contra Costa County Board of Education. Any appeal shall be filed within 30 days of the original vote of the Governing Board.

10. Educational Program Requirements for Expelled Students

[Note: this section is operative only to the extent funds are appropriated by the State Legislature (48916.1(a)).]

A. Referral to Alternate Program of Study

After ordering the expulsion of a student, the Governing Board shall refer the student to a program of study that meets all of the following conditions:

1. Appropriately prepared to accommodate students who exhibit discipline problems.
2. Not provided at a comprehensive middle, senior high school, or any elementary school.
3. Not housed at the school site attended by the student at the time of suspension.
4. If the expelled student is from a kindergarten through the 6th-grade program, that student's educational program shall not be combined or merged with alternative education programs offered to students in grades 7-12. Notwithstanding this subsection, with respect to a student expelled for a violation of any of the acts listed in Grounds for Suspension or Expulsion, 1. E through 1.0, pursuant to the procedure in Governing Board Action on Expulsion Recommendation, 2. B, if the County Superintendent of Schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, senior high school, or elementary school and that the only option for placement is at another comprehensive middle, or senior high school, or another elementary school, the student may be referred to a program of study that is provided at a comprehensive middle, or senior high school, or at an elementary school.

B. Provision of Educational Program During Period of Expulsion

1. At the time an expulsion is ordered, the Governing Board shall ensure that an educational program is provided to the expelled student for the period of the expulsion.
2. Any educational program provided pursuant to this section shall not be situated within or on the grounds of the school from which the student was expelled.
3. The district may offer the student who is subject to the expulsion order independent study in order to satisfy the requirement of 10, B. 1. The parent and the student shall provide written consent for placement in an independent study. The district or the County Superintendent of Schools shall notify the expelled student of the option of classroom instruction pursuant to paragraph (7) of subdivision (c) of Section 51747.
4. The program provided pursuant to this section is the only program required to be provided to expelled students as determined by the Governing Board.
5. Students expelled for the acts enumerated in Section 48915(a) or (c) cannot be permitted to enroll in any other school or school district during the period of expulsion except for a) a county community school; b) a juvenile court school; or c) a community day school. (Ed Code 48915.2)

11. Readmission After Expulsion

A. Duration of Expulsion (Ed Code 48916)

An expulsion order shall remain in effect until the Governing Board orders the readmission of a student. At the time an expulsion of a student is ordered for an act other than those described in Recommendation for Expulsion 1 (A), the Governing Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the student shall be reviewed for readmission to a school maintained by the District or to the school the student last attended. For a student who has been expelled pursuant to Recommendation for Expulsion 1 (A), the Governing Board shall set a date of one year from the date the

expulsion occurred, when the student shall be reviewed for readmission to a school maintained by the District, except that the Governing Board may set an earlier date for review for readmission on a case-by-case basis. The Board is required to expel from school, for at least one year, any student bringing a firearm to school. The Board or superintendent may modify any such expulsion on a case-by-case basis (Public Law 103-882 Gun-Free Schools Act, Part F, Section 14601. GUN-FREE REQUIREMENTS)

B. Procedure for Readmission

1. On or after the date established by the Governing Board when the student may apply for readmission to the district, the student may submit a request for readmission to the superintendent or designee. The request must be in writing. If a rehabilitation plan was recommended, the student should describe his/her compliance with the plan.
2. The superintendent or designee will review the request, and accompanying information, and may request additional information as needed. The superintendent or designee also may schedule a conference with the student and the student's parent to review the request for readmission.
3. The superintendent or designee shall present the student's request for readmission to an Administrative Hearing Panel which shall be formed in the same manner as an Administrative Hearing Panel formed to preside over expulsion hearings.
4. The Administrative Hearing Panel shall conduct a hearing within 10 days of the District's receipt of the request for readmission to decide to readmit or not to readmit. The hearing shall be conducted according to the provisions of Education Code 48918. The Administrative Hearing Panel shall decide to readmit the student unless they make a finding that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other students or employees of the district.
5. If the Administrative Hearing Panel decides to readmit the student, the student shall be immediately reinstated to an instructional program, rehabilitation program, or combination thereof.
6. If the Administrative Hearing Panel denies the student's request for readmission, the superintendent or designee shall inform the student, in writing, of the decision, the reasons, therefore, and the student's right to appeal the panel's decision to the Governing Board. The superintendent or designee shall also inform the student that an appeal must be in writing and must be submitted to the district office within two weeks of the date of the Administrative Hearing Panel's decision.
7. The appeal will be heard at the next Governing Board school meeting following receipt of the appeal unless the next Governing Board meeting is within three (3) school days of receipt of the student's appeal. In such a case, the appeal will be heard at the first subsequent Governing Board meeting.
8. On appeal, the Governing Board will meet with the student, parent, and the superintendent and/or designee in closed session. The Governing Board will review all written materials related to the request for readmission. The student or the parent may explain why the student should be readmitted, and the superintendent or designee may explain why readmission was denied by the Administrative Hearing Panel.
9. The Governing Board shall make a decision no later than the first Governing Board meeting following the Governing Board meeting at which the appeal was heard. The Governing Board shall notify the student of its decision in writing within two school days, providing all information outlined in Section B (11) below. The Governing Board's decision regarding the appeal is final. The Governing Board shall readmit the student unless the Board makes a finding that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other students or employees of the district.
10. If the Governing Board denies the readmission of an expelled student pursuant to Procedure for Readmission B (9), the Governing Board shall make a determination either to continue the placement of the student in the alternative educational program initially selected for the student during the period of the expulsion order or to place the student in another program that may include but need not be limited to, serving expelled students, including placement in a county community school.
11. The Governing Board shall provide written notice to the expelled student and the student's parent describing the reasons for denying the student re-admittance into the regular district program. The written notice shall also include the determination of the educational program for the expelled student pursuant to Procedure for Readmission B (10). The expelled student shall enroll in that educational program unless the parent of the student elects to enroll the student in another school district, in which case the student or parent/guardian must notify the other school district of the expulsion pursuant to 48915.1 (b).

12. Appeal to the County Board of Education (Ed Code 48919)

If a student is expelled from school, the student or the student's parent may, within 30 days following the decision of the Governing Board to expel, file an appeal to the Contra Costa County Board of Education which shall hold a hearing thereon and render its decision. The Contra Costa County Board of Education shall hold the hearing within 20 school days following the filing of a formal request under this section and shall render a decision within three (3) school days of the hearing unless the student requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the Governing Board votes to expel even if

enforcement of the expulsion is suspended and the student is placed on probation. A student who fails to appeal the original action of the Governing Board within the prescribed time may not subsequently appeal a decision of the Governing Board to revoke probation and impose the original order of expulsion.

13. Community Service Alternative (Ed Code 48900.6)

As an alternative to discipline, including expulsion, the Governing Board, the superintendent, the principal, or the designee may require the student to perform community service on school grounds or in the community during non-school hours. "Community service" may include, but is not limited to; work performed on school grounds or in the community in the areas of outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. The section does not apply if expulsion is required by the law.

14. Graduating Students

A student who has been recommended to the Governing Board for expulsion may not participate in his/her graduation ceremony or graduation-related activities scheduled prior to the completion of the expulsion process, without the prior approval of the superintendent. The superintendent may deny the student's participation only upon first determining that the presence of the student at the ceremony or related activities would cause a danger to person or property or be disruptive.

15. Notification of Subsequent School District (Ed Code 48915.1 (b))

When a student is expelled from the district for an offense other than those listed in subdivision (a) of Section 48915, the student's parent, or the student if emancipated or legally of age, shall inform any subsequent school district, upon enrollment, of the student's status with the district. If this information is not provided to the subsequent school district and the subsequent district later determines the student was expelled from this district, the lack of compliance with this section shall be recorded and discussed in the hearing required for enrollment.

16. When a student has been expelled by another school district and seeks enrollment in the Fallbrook Union Elementary School District, the student's parent, or the student if emancipated or legally of age, shall inform San Marino Unified School District, upon enrollment, of the student's status with the previous district. If this information is not provided to the San Marino Unified School District, and San Marino Unified School District later determines the student was expelled from his or her previous district, the lack of compliance with this section shall be recorded and discussed in a hearing required for enrollment.

Procedures to Notify Teachers of Students with Suspensions or Expulsions (EC 49079)

At the beginning of each semester, all teachers are notified of enrolled students who have one or more suspensions (other than tobacco-related suspensions per education code). This list of students includes suspensions for the current year in addition to the previous three years. Teachers are advised about the confidential nature of the data and all records are kept in the main office to preserve confidentiality.

Teachers will be notified of enrolled students who have one or more suspensions, except tobacco-related suspensions as enumerated in Ed Code 49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

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

Fallbrook Union Elementary School District's Board Policies (BP 4158 and BP 4258, Employee Security) can be found in the FUESD Board Policies located online at <http://www.fuesd.org>.

Fallbrook Union Elementary School District AR 4158 4258 4358.2 Administrative Regulation, Employee Security

An employee may use reasonable and necessary force for his/her self-defense, defense of another person, or protection of property;

to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

Employees shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against them by a student. Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014) In addition, employees shall promptly report to the Principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual. Reports of attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school Principal. (Welfare and Institutions Code 827)

The Principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance.

(Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the Principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice

shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the Principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the District has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

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

It is the policy of the Governing Board of the Fallbrook Union Elementary School District to provide an educational and work environment free of unwelcome sexual advances, requests for sexual favors, and other verbal visual or physical conduct or communications constituting sexual harassment, as defined by Education Code 212.5 and otherwise prohibited by state and federal statutes.

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, made by someone from or in the work or educational setting, under any of the following conditions (Education Code 212.5):

- a. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- b. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- c. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- d. 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 educational institution.

Other types of conduct that are prohibited in the district and which may constitute sexual harassment include:

Verbal or written conduct: making derogatory comments, including epithets, slurs, jokes, etc.; sexual propositions or flirtations, graphic commentary about an individual's body; sexually degrading words used to describe an individual; suggestive or obscene letters, notes or invitations; spreading sexual rumors.

Visual conduct: leering; making sexual gestures; displaying sexually suggestive objects, pictures, books, magazines, etc.

Physical conduct: inappropriate touching or impeding one's movement.

Every student, employee or applicant has the right to be free from harassment from adults and/or from students in the work or educational setting. 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 way that respects the privacy of all parties concerned.

A copy of this policy on sexual harassment shall be 1) displayed in a prominent location at school sites and work sites, 2) provided as part of the orientation for new students at the beginning of each term as applicable, 3) provided for employees annually at the beginning of the school year and for each new employee, and 4) included in publications that set forth the comprehensive rules, procedures, and standards of conduct of the school or district. In-service regarding this policy and administrative procedure will be provided to all staff periodically as appropriate and annual review will be encouraged as part of student and staff orientation activities.

Complaint Procedure:

Step I - Informal Resolution:

It is desirable that problems and complaints of alleged sexual harassment be resolved promptly and equitably. If possible, such problems and complaints should be resolved in an informal manner. Students and employees are encouraged, but not required, to inform the offender directly that his/her conduct is unwelcome or offensive and must stop.

Step II: Verbal or Written Complaint:

Students should follow complaint procedures designated in Administrative Regulation 5145.7. A student should initiate a complaint to a teacher or administrator verbally or in written form. The complaint should include information regarding the name(s) of the person(s) who engaged in offensive conduct, the description of the offensive conduct (i.e. when and where the conduct occurred, the number of times it occurred, any informal attempts at resolution), and the names of any witnesses. Administrative Regulation 5145.9 may be obtained from the school principal or the Superintendent.

Employees or applicants for employment who feel that they have been sexually harassed should contact their supervisor, principal, other district administrator or the Superintendent in order to obtain procedures for reporting a complaint. Complaints of sexual harassment against a district employee may be filed in accordance with AR 1312, Complaints Against School Personnel. Complaints alleging that specific action, procedure or practice sexually discriminates can be filed in accordance with AR 4031, Complaints Concerning Discrimination in Employment.

Any supervisor who receives a sexual harassment complaint shall notify the Superintendent or designee, who shall ensure uniform application of this policy and that the complaint is appropriately investigated.

Fallbrook UESD | BP 5145.3 Students Non-Discrimination

District programs and activities shall be free from discrimination, including harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin, and physical or mental disability, age, socioeconomic status, or sexual orientation.

The Board of Education shall ensure equal opportunities for all students in admission and access to the educational program, guidance, and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in instruction, guidance, and supervision.

Educationally disadvantaged students shall not be isolated or segregated. At the elementary level, students may be temporarily assigned to a location other than the regular classroom in accord with a comprehensive diagnostic assessment but only until the diagnosed need has been alleviated. At the secondary level, students may be assigned to a special class for the equivalent of one or more periods, provided the assignment is based on a comprehensive diagnostic assessment of the students' needs. The assignment will terminate when the diagnosed need has been alleviated as determined by assessments and pre-established criteria.

The schools shall provide male and female students with separate shower rooms and family life classes to protect student modesty. The Board prohibits intimidation or harassment of any student by any employee, student, or other person in the District. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges. The faculty must be especially sensitive in guarding against unconscious gender discrimination and stereotyping in all school operations.

Students who harass other students shall be subject to appropriate discipline up to and including counseling, suspension, and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal. The Board hereby designates the following Coordinator for non-discrimination: Brian Morris, Assistant Superintendent of Human Resources:

Fallbrook Union Elementary School District
321 Iowa Street
Fallbrook, California 92028 (6760) 731-5402

Any student who feels that he/she is being harassed should immediately contact the principal, his/her designee, or the non-discrimination coordinator. When these persons do not promptly facilitate a remedy to the situation, a complaint may be filed with the Superintendent or his/her designee who shall process the complaint through the uniform complaint procedures.

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

We believe that there is a definite relationship between good dress habits, good work habits, and proper school behavior. It is an important leadership habit. Recognizing this relationship between personal dress habits and personal attitude, we encourage our students to dress in a manner that demonstrates pride both in themselves and in their school. We enforce a dress code for clothing,

hair color or attire that poses a health risk may make other students uncomfortable or causes a distraction in the learning environment. Students are expected to wear clothes that are appropriate for school activities. It is not our intention to infringe upon an individual's right to freedom of expression, but rather to encourage students to "dress for success" and come to school properly attired to participate in the learning process.

Clothing and personal items that depict offensive or vulgar language, inappropriate or suggestive pictures or graphics or advertisements for alcohol, cigarettes or other controlled substances are not allowed.

Attire designating gang affiliation (as identified by the Fallbrook Sheriff's Department) will not be allowed including:

- Local gang symbols (such as "VFL," "SD," "13," and the "F" logo from Famous Stars and Straps)
- Long belts with the end hanging down in front or belt buckles with initials
- Dress in only solid colors of white, dark blue, khaki, or black in a gang-style
- Bandanas/hair nets/doo-rags
- Shirts/jackets/sweatshirts with "Old English" writing or Oversized pants
- High socks must and shorts cannot meet or overlap.
- An extra shirt draped over the shoulder

All clothing should be clean and free of revealing or significant tears or holes (i.e. shredded pants, skirts, and shirts). Torn clothing is not excused simply if there are leggings or tights underneath.

Footwear must be worn at all times. Flip-flops are not allowed and any open-toed shoes need to be safe by having a back strap for support. Closed-toed shoes are required for PE for safety reasons. Heel height should be appropriate for school safety.

Outfits that show underwear/undergarments or are unduly revealing are prohibited, including but not limited to: halter tops, tube tops, bandeaus, low rise/loose pants, spaghetti-strapped tanks, off-the-shoulder or low-cut tops, and garments with bare midriffs. If clothing is worn over a prohibited top, it must remain over the top for the entire duration of school without being unduly revealing.

Students are not to reveal bra straps and tank tops should be at least 3 fingers wide at the shoulder.

Pants/shorts should be worn at the waist and should be able to stay up without a belt or other support. Underwear should not be exposed. Students may not wear P.E. shorts underneath their clothing.

Skirts/shorts should be at least as long as the student's hands in a fist position stretched down to their thighs when standing with an upright posture. Revealing tights, leggings, or pajama bottoms are also a dress code violation.

Attire, including clothing, jewelry, pierced jewelry and other accessories must not create a safety issue (i.e., gauges or spiked earrings, wallet chains, spiked rings, safety pins, or other body piercings beyond earrings.) Lip rings or eyebrow rings are not permitted on campus and students need to remove lip and/or eyebrow ring(s) immediately upon request.

Appropriate hats or headwear may be worn for sun protection or warmth on cold weather days. Hats with brims must be worn facing directly forward. Beanies, sweatshirt hoods, gloves or other types of headgear for warmth must not cause a distraction or be worn to harass, intimidate or deceive. These items should be only be worn outside for and must be taken off when entering a room. They can only be worn outside during rain or very cold weather (50 degrees or below or when students can see their own breath.)

Students who violate the school dress code will be asked to wear alternative clothing to cover or replace inappropriate clothing or the school will contact parents to bring appropriate clothing. Repeated violations may result in disciplinary consequences. As school dress trends often change among students, the school administration reserves the right to deem certain articles of clothing inappropriate even if not outlined in the student handbook.

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

Supervision of Students:

School staff works together to maintain a strong presence while students are on campus from the time they arrive in the morning to departure at the end of the day.

Parents are informed in writing by way of our Parent Student handbook, of the safety rules and procedures for dropping off and picking up their children from school. As students arrive on campus each morning, the principal, assistant principal, and campus supervisors monitor the campus, entrance areas, and designated common areas. During break and lunch, the principal, assistant principal, and campus supervisors monitor student activity. When students are dismissed at the end of the day, the principal, assistant principal, and campus supervisors monitor student behavior as students are picked up by parents/guardians or the school bus. Hand-held radios enhance routine and emergency communication efforts concerning students, staff, and campus supervisors. The custodian, school office, and campus supervisor have handheld radios at all times.

Visitors:

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register at the front office immediately upon entering the school when school is in session. Visitors shall wear appropriate identification badges while on campus or conducting business.

Evacuation Student Pick-up Procedure:

The safety and security of your children are our first priority. Many precautions have been put in place to ensure their safety. We have limited access to our campus before and after school and eliminated access during the school day. All guests are required to sign in at the office and follow the district's volunteer requirements. We routinely practice in the event of an intruder, earthquake, or fire. William H. Frazier students do an excellent job following directions and cooperating quickly and quietly during these monthly drills.

1. Parents are to proceed into the parking lot and walk up to the Gumtree lane entrance and exit. It is important not to block access for emergency vehicles.
2. The school will have four tables set up at top of stairs.
3. Parents are to go to the appropriate table based on their student's last name. (Tables will be grouped: A-G, H-M, N-S, T-Z) Secretaries will radio for students and parents will move to the courtyard area where they will wait for their students. Campus staff will locate students and have them proceed to reunite with parents and then proceed to parking lot..
4. Parents will show their IDs, sign their emergency cards, and sign out on the campus log.
5. School then releases custody back to the parents. Parents must turn right to exit the parking lot.

We thank you in advance for following our procedures as they are designed to be as efficient as possible while maximizing safety for our students. Thank you for entrusting your children to our care; we take that responsibility very seriously.

During evacuations, the staff is to remain on duty in the supervision of the students in their care until released from their duties by the administration. Priority in staff dismissals during an evacuation will be given to staff with medical conditions that might affect their ability to perform their emergency duties, staff who provide primary care for elder relatives, and staff who have children under 12 who are in closest proximity to the affected evacuation area. Priority will also be given to staff that is most geographically near the evacuation.

Release of Student from School

RELEASE OF STUDENT FROM SCHOOL

Emergency and Non-Emergency Procedures

These procedures establish District uniform criteria for releasing students to their custodial parent/guardian and non-custodial individuals in Emergency and Nonemergency situations. These procedures are to be followed during the school day and after school hours.

Unauthorized Student Release Request

If an individual appears at the school or contacts the school requesting the release of a student during school hours without custodial parent/guardian consent, no removal shall be permitted until contact is made with the custodial parent/guardian. If custodial parent/guardian consent cannot be obtained, no student shall be released.

Student Release in Emergency Situations

Emergencies include but are not limited to a student accident, a natural disaster, a power outage, a school closure, significant student discipline, or another situation of imminent danger for student's well being.

1. School officials identify/verify the student's custodial parents/guardian from the student's emergency card on file in the school office, and attempt contact.
2. If a custodial parent/guardian is not available at time of emergency contact, school officials will call alternate contact people listed on the emergency card.
3. The person picking up the student should be prepared to show picture identification. This identification must be copied and placed with the sign-out for future reference.
4. In all cases, the emergency person (parent or emergency contact) needs to sign the student out (sign-out log), indicating they have picked up the child, noting the date, time, relationship, and purpose for pick-up (Reference Authorization to Release Student from School during School Hours form and Student sign-out log).

NOTE: In Emergency situations, students will only be released to the custodial parent/guardian or individuals listed on the student's emergency card. If you want your child to be released to a specific person during an emergency, that person must be identified and listed on the emergency card.

Student Release in Non-Emergency Situations

Non-Emergencies include a doctor/dentist appointment, a personal family matter, a change in normal student pick-up procedure, or a situation that does not pose an immediate danger for the student. A custodial parent /guardian may request a Non-Emergency Release of their child or a school may request the custodial parent/guardian a Non-Emergency release of a student (i.e. illness, discipline, suspension etc.

Non-Emergency Parent Request for Student Release

1. A student may never be released early from the school day without the consent of the custodial parent/guardian unless the student is in the 7th or 8th grade and needs to attend a confidential medical appointment or students needing to be released from school for protective/safety purposes by child welfare services or law enforcement with appropriate documentation.
2. The parent must request a student's release by phone, in writing, or in person.
3. If the parent requests the student be picked up by an individual other than the parent/guardian, then the parent/guardian must notify school officials either by phone, in writing, or in person.
4. School personnel must be able to identify/verify the custodial parent /guardian with whom they are speaking, using the attached guidelines (Authorization to Release Student from School during School Hours). Required information to be noted includes the date, pickup time, and relationship to the person to student/family (i.e., uncle, cousin, neighbor, significant other, etc.), and purpose for the pick-up.
5. At time of pick-up, the person must show identification, which will be copied and places with the sign-out log for future reference. In all cases, the person should sign a log indicating that they have picked up the child, noting the time, relationship, and purpose of the pick-up.
6. The releasing school employee must verify the person's identification to ensure this person is who the parent requested and then sign, date and file Authorization to Release Student from School during School Hours form.

NOTE: In Non-Emergency Situations, students may be released to: 1) the custodial parent/guardian; 2) to a contact person listed on the student's emergency care; 3) to another identifiable and verified adult, whom the custodial parent/guardian has granted permission via phone, in writing, or in person.

Non-Emergency School Request for Student Release

1. School officials must identify/verify the student's custodial parent/guardian from the student's emergency card on file in the school office, and attempt contact.
2. If custodial parent/guardian is not available at the time of contact, school officials will call alternate contact people listed on the emergency card.
3. Should the parent and other emergency contacts be unable to pick-up the student, a parent may authorize release of their student to an alternate adult by phone or in writing.
4. The person picking up the student should be prepared to show picture identification and this identification needs to be copied and placed with the sign-out log for future reference.
5. In all cases, the person must sign the student out indicating they have picked up the child noting the date, time, relationship, and purpose of pick-up.
6. The releasing school employee must verify the person's identification to ensure this person is who the parent requested and then sign, date, and file the Authorization to Release Student from School during School Hours form.

NOTE: In Non-Emergency Situations, students may be released to: 1) the custodial parent/guardian; 2) to a contact person listed on the student's emergency card; or 3) to another identifiable and verified adult, whom the custodial parent/guardian has granted permission via phone, in writing, or in person.

After School Student Release Late Pick-Up

1. The school shall comply with all requirements of the California Constitution and Education Code to ensure student safety.
2. Custodial parent/guardian will be called. If a parent/guardian cannot be reached, the authorized persons listed on the emergency card will be called to pick-up the student.
3. Anyone picking up a child who is not on the emergency card will need to be approved through direct phone call or written authorization from the parent/guardian. The person's identity must be verified before the child may leave school grounds.
4. The person should be prepared to show identification, which will be copied and placed with the sign-out log for future reference.
5. In all after-school cases, when not listed on the emergency card, the person to whom the student is being released must sign a log in the school office indicating that they have picked up the child noting the date, time, relationship, and purpose of pick-up (Reference Authorization to Release Student from School during School Hours form and Student sign-out log)

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

Component:

People and Programs

Element:

By Spring of 2024, students will improve in their perception towards the disciplinary environment on campus by creating and developing a school wide system that continues to focus on Tier 1 expected behaviors in various settings, relationship building, and clear expectations.

Opportunity for Improvement:

Based on the California Healthy Kids Survey (CHKS) data, only 20% of students feel that students are well behaved. Down from 25% the year prior. In addition, 36% of students felt that students were treated fairly when breaking school rules. Which was also a decrease from 58% in the 21-22 school year.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will continue to receive bi-weekly lessons utilizing Character Strong program	School Counselor will provide bi-weekly lessons for students utilizing Character Strong program General education teachers will provide bi-weekly lessons for students utilizing Character Strong program	Character program Strong	School Counselor, General Education Teacher	Panorama Data

Objectives	Action Steps	Resources	Lead Person	Evaluation
PBIS Team will work to update and share out behavior matrix	PBIS Team will collaborate with stakeholders to update WHF Behavior Matrix and share with staff at staff meeting, provide paper copies, and put posters in high traffic areas.	PBIS Matrix	Assistant Principal	Office Referrals
Playground Supervisors will be trained on the Matrix and PBIS systems.	Administrator will meet with supervisors monthly to review expectations and address any issues	Counselor, Behavior Technician, Social Worker, Administration, Data	Assistant Principal	Office Referrals, Infinite Campus, CHKS Survey, Panorama
Utilizing Student Leadership to create a monthly PBIS Focus	Administrator will work with students to create videos that demonstrate expected behaviors in different areas on campus. Include in weekly bulletin to teachers Create posters using students that show expectations, give copies to each teacher to post in classroom, and post in appropriate areas on campus	Slides, Canva, PBIS Handbook, Video	Assistant Principal	Office Referrals, Teacher Feedback, Supervisor Feedback, CHKS Survey, Panorama
Supply all staff with a monthly PBIS newsletter	Behavior/PBIS team will create and disperse a monthly PBIS newsletter to staff that highlights PBIS methods, interventions, and ways to support students	PBIS Team	School Psychologist	Teacher Feedback
Create a PBIS Handbook for reference	Create and disperse a handbook with lessons for teachers etc.	PBIS Handbook	Assistant Principal	
Meet monthly regarding Tier 2 and Tier 3 Students	MTSS team meets to discuss those students who require Tier 2 or Tier 3 supports	NA	PBIS/MTSS Team	

Component:

People and Programs

Element:

By Spring 2024, a majority of students will feel that they have meaningful participation in school through student leadership and increased voice and choice.

Opportunity for Improvement:

Although we saw growth from 31% to 34%, the team feels that an increase to a majority of students feelings of meaningful participation is warranted.

Objectives	Action Steps	Resources	Lead Person	Evaluation
School-wide Student Leadership Team members will be created through application process. Teams include: Student Assembly Team, Student Lighthouse Team, and Student LeaderSHOP team	Lighthouse team coordinator will push out applications to students, interview, and create teams	Leader in Me, Google Form	Assistant Principal, Counselor	Applications
All students will have a classroom leadership role, and know that role. They will have an opportunity to pick the roles they are most interested in.	General education teachers will create class leadership roles, and allow students the opportunity to "apply" for those jobs.	Leader in Me	Certificated Teachers	Walk Throughs
The Leader in Me program will continue to be introduced, taught and utilized by staff, parents, and students.	7 Habits language, lessons, and resources for students and staff. Leadership Ceremonies, Goal Setting (WIGS), Splash Tickets, LeaderSHOP, Family Nights, PTA events, Morning Meetings, Restorative Circles, individualized learning through Thrively	Leader in Me, PBIS, Thrively, Character Strong	Certificated Teachers	Panorama Survey, Student surveys
Student Led Clubs	Students have the opportunity to create their own clubs and find an adult sponsor to monitor their clubs during lunch (ex: Slime Club, Running Club, Kickball Club, etc.)	Leader in Me, Supplies for Clubs, Staff	Counselor	Amount of Clubs, and CHKS/Panorama data
Student Led Activities at Lunch that center around community building and understanding of each other's cultures	Work with members of the community to bring experiences to students that help them to connect to their culture, heritage, and community (Ofrenda, Loteria, Native American activities, FHS Football Team)	Community Websites, and contacts, budget	PBIS Team	CHKS/Panorama Data

Objectives	Action Steps	Resources	Lead Person	Evaluation
Lunch Bunch	Opportunities for students to socialize with peers in a smaller environment during recess and lunch	Games, Passes, Employees	Counselor	Office Referrals
Restorative circles	Teachers meeting with students daily to build community and relationships		Counselor	

Component:

People and Programs

Element:

William H. Frazier will decrease the amount of chronically absent students by at least 10%.

Opportunity for Improvement:

In the 2022-2023 school year 39.8% of students were considered chronically absent.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Refer to District tiered reengagement plan for students and create a school reengagement plan	Meet with Social Worker, Counselor, Attendance Clerk, and Administration to create plan for reengagement	District reengagement plan	Administrator	Absentee Data
Involve teachers in decreasing chronic absenteeism	Have teachers reach out (Tier 1) to families after two consecutive days of students being absent. Have teacher share about the importance of attendance at Back to School Night	Absence data, Statistics on why school attendance is a priority	Social Worker	Absentee Data
Collaborate with Attendance Clerk and Social Worker with those specific students who are chronically absent	Meet monthly to discuss students, and how we are working with families to decrease barriers to attendance.	Resources for families	Social Worker	Absentee Data

Create opportunities for school wide recognition regarding attendance	<p>Monthly recognition of classes with the best attendance</p> <p>Monthly recognition of students with improved attendance</p> <p>Perfect Attendance awards each trimester</p> <p>Shout outs for improved attendance</p>	Prizes, Awards, and incentives	Administrator, Social Worker, Attendance Clerk	Absentee Data
Create incentives for student's to come to school	Analyze data for days with the highest number of absences (day after Halloween, returning from Spring Break, etc) and create incentives for students to be at school on time (dance party, hot chocolate, water balloons).	Prizes, incentives	Administrator, Social Worker, Attendance Clerk	Absentee Data
SART/SARB Meetings	Meetings held for those students who are chronically absent (parent, admin, social worker, attendance clerk, teacher) to determine any barriers to attendance and support improved attendance	Attendance Records, SARB packets	Administrator, Social Worker, Attendance Clerk	Absentee Data
Create a school wide goal	Students individually track their attendance on a daily basis and contribute to a classroom and school wide attendance goal			

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

William H. Frazier Elementary School Student Conduct Code

Conduct Code Procedures

William H. Frazier School Student Conduct Code

- BE SAFE
- BE RESPONSIBLE
- BE RESPECTFUL

- * Discuss the incident and counsel the student.
- * Detain the student during the school day.
- * Inform the parent of the nature of the problem, seek parental input, and communicate any consequences applied due to the misbehavior.
- * Conference with the parent(s). Students may be included in these conferences.

(J) Procedures to Prepare for Active Shooters

Fallbrook Union Elementary School District uses the K12 Standard Response Protocol for emergency situations. Instead of reacting to multiple different events, staff and students prepare four different responses. For hazards on campus, including an active shooter, intruder, or other scenario that presents a danger to students and staff, we would do a lockdown drill. These drills are conducted monthly.

All staff are trained on the procedures and responses in an emergency including those that would take place in response to an active shooter. Emergency response procedures are posted in classrooms and reviewed periodically with students based on developmental levels and maturity. The following procedures should be followed in the case of an active shooter or a threat of violence is suspected:

1. Upon first indication of an active shooter or suspected individual, personnel should immediately notify the principal or designees, who becomes the Incident Commander.
1. Incident Commander will initiate the appropriate emergency response action.
2. 9-1-1 will be called and remain on the phone until it is no longer safe to do so.
3. District office will be called if possible by secondary office staff member if safe to do so.
4. All staff shall monitor email/cell phones with updates from Incident Commander.

(K) Hate Crime Reporting Procedures and Policies

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

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively. The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

We 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 on the right of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Bullying and harassment is prohibited. Bullying or harassment includes, but is not limited to, cyberbullying, intimidation, hazing or intimidation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying 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. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

Students who violate district or 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. Based on Board Policy 5131 – Conduct.

Response Procedures for Dangerous, Violent, or Unlawful Activities

The District and School are committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on a school bus serving the school.

The “Assessment of the Current Status of School Crime and Safety” along with the “Risk Assessment” portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity. School administration, safety committee, risk management and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, administration will follow District procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney’s office. The School adheres to the following Law Enforcement Notification Matrix in

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
<ul style="list-style-type: none"> • Bomb threat/Suspicious package • Firearm on campus • Explosive on campus • Fire • Immediate risk of harm to student(s) and/or staff • Intruder on campus • Medical emergency • Possible abduction 	<ul style="list-style-type: none"> • Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) <ul style="list-style-type: none"> ◦ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) <ul style="list-style-type: none"> ◦ Touching an intimate part of another person, against the person’s will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) <ul style="list-style-type: none"> ◦ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity 	<ul style="list-style-type: none"> • Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) <ul style="list-style-type: none"> ◦ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.