

San Ramon Valley Unified School District

Comprehensive School Safety Plan

John Baldwin Elementary School

2024-25



Required Members/Title

Lydia Rice Principal/Designee

Laura DiGiovanni, Rebecca Bartow, DM Elkin Teacher, Rayne Devlin/Classified Staff,

Heidi Holmes/Parent of Child Attending the School Date

Adopted by School Site Council: 3/26/2024

Background

The development of a comprehensive school safety plan is mandated by California Education Code 32281. This mandate, which was established by Senate Bill 187, states that each school's Site Council, or a Safety Planning Committee authorized by the Site Council, shall develop a "safety plan" relevant to the needs and resources of the school. For schools built before 1998, the initial plans were to be adopted by September 1, 1998. For schools built after 1998, the plans are to be developed and adopted prior to the school's opening.

According to the education code, the School Site Council may delegate this responsibility to a School Safety Planning Committee. However, the committee must include the following members and must consult with a representative from a law enforcement agency in the writing and development of the plan:

- Principal or designee
- Teacher
- Parent Whose Child Attends the School
- Classified Employee

You are strongly encouraged to consult with staff, parents, students (where appropriate), and the broader community, in the development of the plan.

The plan is to be updated annually and kept on file at both the school site AND the district office, and readily available for inspection by the public.

The plan shall consist of two parts:

Part 1 – The "Comprehensive School Safety Plan" shall include all components required by Education Code 32281-32282 except for the emergency preparedness components. The Comprehensive School Safety Plan shall be on file, and available for inspection by the public, with the Educational Services Division of the district.

Part 2 – The "Emergency Preparedness Plan" shall include disaster procedures (routine and emergency), including earthquakes and other manmade or natural disasters.

The Comprehensive School Safety Plan shall include an action plan that clearly identifies policies and procedures that will improve both the safety and climate on campus, and shall include an evaluation component.

School Goals

State your site's GOALS for the 2024-25 school year. Please remember to have at least one PHYSICAL SAFETY and one CLIMATE goal.

PHYSICAL SAFETY: In the 24-25 school year, John Baldwin Elementary School will adopt and implement the ICS 4 Schools Emergency response protocols and plan.

CLIMATE GOAL: By January 2025, the chronic absenteeism rate at John F. Baldwin elementary school will lower to 8% of the total school population.

Assessment of current status of school crime, safety and climate

PHYSICAL SAFETY: During the 23-24 school year, John Baldwin Safety Response Team members were introduced to new protocols and duty assignments using the ICS4School. During the 24-25 school year, staff will be informed of the new plan, duties will be clearly defined and drills will be practiced and implemented with these new assignments.

CLIMATE GOAL: Over the past five years, our chronic absenteeism (students missing 10% or more days of school) rate has increased from 2.8% in 2018-19 to 10.9% in 2022-23.

Chronic Absences:

2018-19 2.8% 14 Students (516 total students enrolled)

2021-22 9.8% 44 Students (448 total students enrolled)

2022-23 10.9% 48 students (437 total students enrolled)

23-24 Approximately 43 students at the Middle of the Year mark with 9.3% of the year absent (448 total students enrolled)

24-25 Goal: 8% 35 students (With Assumed Projection of 448 total students enrolled)

Tardies Through January 26 (Unexcused and Tardy, 20 minutes or more):

2022-23: 824

2023-24: 1,256

SEWB Survey

Strategies and programs - Board Policies, Procedures and California Education Code that support student and staff safety, and positive school climate

These policies, procedures and education codes are to be reviewed at the beginning of every school year with all staff. John Baldwin Elementary School commits to:

- Reviewing the Comprehensive School Safety Plan and the Emergency Plan with all staff members within the first month of the school year.
- Reviewing Trends and Areas for Improvement of California Healthy Kids Survey data, Social Emotional Well Being (SEWB) Survey, with school staff.
- Social Emotional Team (Counselor, School Psychologist, Admin) will analyze responses on SEWB survey and identify and respond to students scoring at levels of concern.
- Making Efforts to Review SEWB survey data with 3rd, 4th, and 5th grade students via focus groups • Communicating emergency procedures on the school website and via school communications to the local community.

A. Positive School Climate (BP 5137)

The Governing Board desires to enhance student learning by providing an orderly, caring, nurturing, and nondiscriminatory educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students, among staff and between students and staff.

All staff is expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyber bullying, harassment of students and staff, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

B. Nondiscrimination/Harassment/Anti-Bullying (BP 5145.3)

District programs and activities shall be free from discrimination, including harassment, intimidation or bullying with respect to a sex, gender, gender identity or gender expression, ethnic group identification, race, ancestry, national origin, religion, color, physical or mental disability, marital or parental status, age or sexual orientation; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics.

The Governing Board desires to provide a safe school environment that allows all students equal opportunities in admission and access to the district's academic and other educational support program, guidance and counseling programs, athletic programs, testing procedures, and other activities.

The Board prohibits discrimination, harassment, intimidation or bullying of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges. Prohibited discrimination, harassment, intimidation or bullying includes physical, verbal, nonverbal or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive education environment, has the effect of substantially or unreasonably interfering with a

student's academic performance, is foreseeably likely to cause a substantial disruption to the educational environment; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training and information to the students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of the law, Board Policy, or Administrative Regulation shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Student Services
San Ramon Valley Unified School District
699 Old Orchard Drive
Danville, CA 94526
(925) 552-2923

Any student who feels that he/she is being subjected to discrimination, harassment, intimidation or bullying should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the incident to the Coordinator, principal or other school employee, whether or not the victim files a complaint.

Employees who become aware of an act of discrimination, harassment, intimidation or bullying shall immediately report the incident to the Coordinator for Nondiscrimination or the site designee. The designee for each site will be identified with the Annual Notice of this policy to each employee. In addition, the employee shall immediately intervene when safe to do so.

Upon receiving a complaint of discrimination or harassment, the Coordinator and/or site designee shall immediately investigate the complaint in accordance with site/level grievance procedures specified in AR 5145.7 – Sexual Harassment.

The Coordinator and/or designee shall also advise the victim of any other remedies that may be available. The Coordinator and/or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be final.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

The Coordinator and/or designee shall distribute this policy annually to all families and staff and provide training to all staff regarding Nondiscrimination/Harassment/Anti-Bullying.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex, especially:
221.5 Prohibited sex discrimination
221.7 School-sponsored athletic programs; prohibited sex discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
49020-49023 Athletic programs
51006-51007 Equitable access to technological education programs
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4621 District policies and procedures
4622 Notice requirements
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI & VII Civil Rights Act of 1964 as amended
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

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

Management Resources:

OFFICE OF CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, January, 1999

Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance, 59 FR 47, March, 1994

C. Child Abuse Reporting Procedures (AR 5141.4)

Definitions

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

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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
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 day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child

Code 11166)

Reportable Offenses

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior 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

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

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)

D. Policies Regarding Actions Leading to Suspension and/or Expulsion (AR 5144.1)

(All statutory references are to the Education Code unless otherwise noted.)

Definitions (Education Code 48925)

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the 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).

need(s).

Expulsion means 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 San Ramon Valley Unified 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.

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. (1) 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 for 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 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. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- L. Knowingly received stolen school property or private property.

- M. 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.
 - N. 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
 - O. 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.
 - P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - Q. 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.
 - R. 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 has 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's 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 device, computer, or pager, of a 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.

3. 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. The 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 upon 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.

- 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 which 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 which 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 subdivision 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.

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C. If the disciplinary action requires the student's presence at school, the student shall be under 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 subdivision 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 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

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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 suspension of any student, notify by telephone or other appropriate method 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 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 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)

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 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 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 was 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).

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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
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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 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 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 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's and student's obligation to notify other school districts upon enrollment, of expulsion from the SRVUSD.

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 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 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

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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 rely 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, student's parent or guardian, and 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 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

person. 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 students 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 be 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, discloseable, 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 Contra Costa County Board of Education.
- 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 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 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, or senior high school, or at 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 6th grade program, that student's educational program shall not be combined or merged with alternative educational programs offered to students in grade 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, or senior high school, or an 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 the written consent for placement in independent study. The district or the County Superintendent of Schools shall notify the expelled student of the option of classroom instructional 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 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 therefor, and of 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 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 readmittance 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 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 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 San Ramon Valley Unified School District, the student's parent, or the student if emancipated or legally of age, shall inform San Ramon Valley Unified School District, upon enrollment, of the student's status with the previous district. If this information is not provided to the San Ramon Valley Unified School District, and San Ramon Valley 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.

Revised: February 12, 2002

Revised: September 24, 2013

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

Each August all teachers are provided a copy of any suspension or expulsions (other than tobacco related offenses). Notifications include student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Copies of suspensions are maintained in a "suspension file."
2. Copies of suspensions are given to teachers of each student who has had a suspension and the teachers initial that they have received it.
3. Teachers are advised about the confidential nature of the data.
4. All copies of suspension reports are returned and filed in the school office.

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.

F. Sexual Harassment Policy (BP 5145.7)

It is the policy of the Governing Board of the San Ramon Valley Unified 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.

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- 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 which 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, *Sexual Harassment, Students*. A student should initiate a complaint to a teacher or administrator verbally or in written

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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 5145.7 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 a 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.

G. Dress Code

Student Dress Code/Uniform Policy

Key Elements:

- A committee composed of representatives from all stakeholder groups will revise policies on dress code and on uniforms yearly.
- A student's dress and grooming shall not cause distraction from or disturbance of any school activity. • The manner of a student's dress and/or grooming must not create a hazard to health or safety. • Consistent with the above guidelines, hair, sideburns, mustaches, and beards may be worn at any length or in any style, and clothing may be of any fashion, style, or design, as determined by the student and his or her parents.
- If possible, to assist parents in purchasing clothes for the upcoming year, dress code/uniform policies will be communicated to students and parents prior to the beginning of the academic year. If this is not feasible, said policies will be communicated at the beginning of the school year and to new enrollees at the time of their enrollment.

The district expects students will attend school wearing clothing which is both neat and clean, and which is appropriate to the activities being conducted in school and to the weather. In no case shall the dress or appearance of a student be such that it endangers the health and safety of the student or others, or such that it has a disruptive effect upon the orderly operation of the school. If students dress inappropriately, they may be excluded from class and school activities until their clothes have been changed to reflect dress code standards. The following dress code has been established and will be enforced:

- Clothes that create a distraction for other students are not permitted.
- No attire may be worn that promotes or advertises alcoholic beverages, tobacco products, illegal substances, negative or profane comments, breaking the law, violence, the occult, or inappropriate pictures, themes or language.
- Students' undergarments may not be exposed at any time.
- Since physical education is a regular part of the educational program, it is essential that students wear appropriate and safe shoes to school. Tennis shoes are recommended. No flip flops, heels, or shoes without straps.

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- Gang related clothing may not be worn.

Enforcement of Dress Code

If a student violates these policies, they will be sent to the office where the parents will be called and asked

to provide a change of clothes or to pick-up the item being worn that is not permitted. If the parent refuses, the student will be placed on in-school suspension that day in the office and will be placed on regular out-of-school suspension until the student returns to school in the appropriate dress. Normal suspension procedures will be followed including a parent conference. After five days have passed, the administration will recommend an extension of the suspension until the matter is resolved. Due process involves an appeal to the superintendent first and then to the governing Board of Education.

H Rules and Procedures – Discipline (BP 5144)

The Governing Board desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline. Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the causes of the student's behavior.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color or sex.

In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Continually disruptive students may be assigned to alternative programs or removed from school.

Although positive reinforcement and modeling are our primary tools regarding student behavior, there are times when students will need to understand that there are negative consequences for their actions. At John Baldwin, the goal of all discipline procedures is to assist students in making positive choices regarding their behavior and actions and to provide parents information to help guide their children. Therefore, the following procedures will be implemented regarding violation of school and classroom rules:

Students will usually be warned regarding the violation of a rule on the first offense. Warnings will not be given regarding fighting, theft, and destruction of property. The goal of the warning is to clearly describe to the child the expected behavior. On these offenses, a consequence will normally be issued on the first offense and will progress on succeeding offenses.

After a warning, the yard supervisor, teacher, etc. will issue a consequence that fits the offense. Typically, a student will be asked to fill out a behavior reflection sheet, complete an i-Message and/or perhaps some form of

community service. Assignment of additional school work is prohibited. Students may not engage in conversation with others when they are completing a reflection. Parents are normally not notified in the event of a reflection unless it occurs frequently.

If the offense is serious as outlined above or if the same offense has occurred before, the student may be referred to the principal. The student will be given the opportunity to offer an explanation. If necessary, the

principal will conduct an investigation and call witnesses. The principal will then make a judgment on the matter and issue consequences which may include restorative practices, community service, loss of recess, loss of privileges, in

school suspension, out-of-school suspension, etc. Parents will be notified of the incident. In situations that involve fighting, all students who participate may receive consequences no matter who started it. Students who feel compelled to fight due to harassment by another student must report the situation immediately to one of the school authorities. The situation will then be mediated in a civilized manner. Parents must not encourage their

children to fight to defend themselves. This teaches children that when a problem cannot be resolved, it's okay to use physical force rather than reason, debate, discussion, mediation, etc. Parents should encourage their children to reason, debate, discuss, mediate, and seek adult intervention. No form of fighting will be tolerated at John Baldwin for any reason.

Students may be recommended for expulsion from school to the governing board for continuation of offenses listed above and may be recommended for expulsion for the following:

- Causing serious physical injury to another person, except in self defense.
- Possession of any knife or other dangerous object of no reasonable use to the student.
- Unlawful possession of any controlled substance, listed in the Health and Safety Code, except for the first offense of possession of not having more than one avoirdupois ounce of marijuana, other than concentrating cannabis.
- Robbery or extortion
- Assault or battery on any school employee
- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawful sale of any controlled substance.
- Committing or attempting to commit a sexual assault or sexual battery.
- Possession of an explosive, which means "destructive device."

Teachers may suspend a child from class for a period of one day in the school office. The principal or designee may suspend a child for up to five consecutive days either in school or at home. In all situations regarding a suspension, whether in-school or out-of-school, the parents will be required to attend a conference to discuss the situation and to review papers that will be placed in the child's cumulative records. A district policy has been established regarding all suspensions that includes due process.

State law allows schools to require parents to spend a day with their child at school in the event of a continuing or severe disciplinary problem. Parents may be required by the school to do this, and to sit next to their child for an entire day and to accompany them at recess, etc. By law, the parent's employer is required to release them for the day, but may charge their sick leave or vacation.

Corporal Punishment shall not be inflicted on any student at any time. An amount of force that is reasonable and necessary for a school official to quell a disturbance threatening injury to persons or damage to property, for self defense, or to obtain possession of weapons or dangerous objects, shall not be considered corporal punishment.

The administrative team will investigate every reported incident thoroughly. Please contact an assistant principal to report an incident or if you have discipline questions.

Describe your School's Safety, Climate and Character expectations and guidelines

John Baldwin's discipline policy provides for a systematic approach to discipline, which enables teachers to set firm, fair

and consistent limits while remaining aware of individual needs for warmth, understanding and the development of a positive self-concept. Sanford Harmony and Zones of Regulation are adopted District curriculum, and are implemented in our classrooms. Students are expected to make responsible decisions and to behave in a manner consistent school rules: Be Respectful, Be Responsible, and Be Safe. Students will be held accountable for their own behavior and will conduct themselves in a manner conducive to their own learning, as well as, that of others. Students are expected to seek an adult to resolve problems and refrain from physically aggressive acts that may endanger the safety of others. Maintaining a positive school climate requires the communication of clear behavioral expectations that are consistently enforced. Cooperation between home and school represents a strong force in ensuring that each student benefits from a safe, orderly learning environment.

Opioid Prevention and Life-Saving Response Procedures

Introduction - Naloxone Program for Schools

What: SRVUSD participates in the Naloxone Distribution Project (NDP) sponsored by the California Department of Health Services. Through this program, each school site will receive two - four doses of the opioid overdose rescue medication, Naloxone (Narcan®).

Why: The United States continues to battle the opioid epidemic and overdose deaths. In 2020, the age-adjusted rate of drug overdose deaths increased 31% compared to 2019 data. The California Department of Public Health released an advisory notice on September 21, 2022, warning schools about a concerning trend of brightly-colored fentanyl, coined rainbow fentanyl. Rainbow fentanyl comes in many forms, including pills, powder, and blocks that look like sidewalk chalk or sweetheart candy. Bringing Naloxone to our campuses will ensure we are equipped to the best of our ability to respond quickly to suspected overdoses and try to reverse them, and save students' lives.

When/Timeline:

- Program launch date: January 2023

How: Process for Obtaining Naloxone for Schools

Required Materials per the Department of Health Care Services

- Completed [NDP application](#)
- A copy of a [naloxone standing order](#) or physician's prescription.
- A copy of a valid and active business license, FEIN number or tax-exempt letter.
- Distribution plan (for orders over 48 units)
- Number of overdose reversals reported with naloxone received through NDP (for subsequent applications)

Naloxone Distribution Project [FAQs 2022](#)

Cost:

- **Budget implication:** approximately \$4500 total
- Narcan is provided by the Naloxone Distribution Project at **no cost** to school districts.
- Training materials:
 - SRVUSD sponsored four (4) credentialed school nurses to become American Red Cross CPR trainers. ○ CPR rescue masks pocket keychain masks for kits and trained volunteers.

Background and Statistics

The United States continues to battle the opioid epidemic and the resulting overdose deaths. In 2020, the age-adjusted

rate of drug overdose deaths increased 31% when compared with 2019 data.

Opioids are a class of drugs that include the illegal drug heroin, synthetic opioids such as fentanyl and other pain relievers available legally by prescription, such as oxycodone (OxyContin®), hydrocodone (Vicodin®), codeine, morphine, and many others. Opioid pain relievers are generally safe when taken for a short time and as prescribed by a doctor, but because they produce euphoria in addition to pain relief, they can be misused.

[Fentanyl](#), which is an extremely potent and dangerous synthetic opioid continues to be a major contributor to drug overdoses in California, including among youth. According to the California Department of Public Health (CDPH) [California Overdose Surveillance Dashboard](#):

- Emergency department visits related to non-fatal opioid overdoses in California’s youth ages 10-19 years more than tripled from 2018 (379 total) to 2020 (1,222 total).
- Opioid-related overdose deaths in California’s youth ages 10-19 years increased from 2018 (54 total) to 2020 (274 total), marking a 407 percent increase over two years, largely driven by fentanyl.
- Fentanyl-related overdose deaths in California’s youth ages 10-19 years increased from 2018 (36 total) to 2020 (261 total), a 625 percent increase.

[The California Department of Public released an advisory notice](#) on September 22, 2022 warning schools about a concerning trend of brightly-colored fentanyl, coined rainbow fentanyl. Rainbow fentanyl comes in many forms, including pills, powder, and blocks that look like sidewalk chalk or sweetheart candy.

Legal Summary and Education Code

[California Education Code \(EC\) 49414.3](#), effective September 24, 2016, allows school districts, county offices of education, and charter schools to provide emergency naloxone hydrochloride or another opioid antagonist to school nurses and trained volunteer personnel to provide emergency medical aid to a person suffering, or reasonably believed to be suffering, from an opioid overdose.

EC Section 49414.3(c) allows each public and private elementary and secondary school in the state to voluntarily determine whether to make emergency naloxone hydrochloride or another opioid antagonist and trained personnel available at its school. In making this determination, a school shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to administering naloxone hydrochloride or another opioid antagonist by onsite and trained personnel.

EC Section 49413.3 (e)(1) requires the Superintendent to establish minimum standards of training for the administration of naloxone hydrochloride or another opioid antagonist. Every five years, or sooner as deemed necessary by the Superintendent, the Superintendent shall review minimum standards for personnel training in the administration of naloxone hydrochloride or other opioid antagonists that satisfies the requirements.

Under EC 49414.3, the following terms have the following meanings:

- “Qualified supervisor of health” may include, but is not limited to, a school nurse.
- “Volunteer” or “trained personnel” means an employee who has volunteered to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering or reasonably believed to be suffering from an opioid overdose, has been designated by a school, and has received training.

Naloxone is a life-saving medication that reverses an opioid overdose while having little to no effect on an individual if opioids are not present in their system. Naloxone works by blocking the opioid receptor sites, reversing the toxic effects of the overdose. Naloxone requires a prescription but is not a controlled substance. It has few known adverse effects, and no potential for abuse. Naloxone is administered when a patient is showing signs of opioid overdose. NARCAN® Nasal Spray (Naloxone) is a prescription medicine used for the treatment of an opioid emergency such as an overdose or a possible opioid overdose, indicated by signs of breathing problems and severe sleepiness or not being able to respond. NARCAN® Nasal Spray is to be given right away and does not take the place of emergency medical care.

DHCS: [Naloxone Distribution Project](#)

Process for Obtaining Naloxone for Schools

- Complete the [NDP application](#)
- A copy of a [naloxone standing order](#) or physician's prescription.
- A copy of a valid and active business license, FEIN number or tax exempt letter.
- Distribution plan (for orders over 48 units)
- Number of overdose reversals reported with naloxone received through NDP (for subsequent applications)



Naloxone Distribution Project [FAQs](#) 2022

Training

A school nurse or trained personnel may administer naloxone hydrochloride (Narcan®) or another opioid antagonist to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school. Each school may designate one or more volunteers to receive initial and annual refresher training regarding the storage and emergency use of naloxone hydrochloride (Narcan®). The school nurse will provide training to school staff who volunteer and ensure that the training aligns with current guidelines and medication recommendations. Volunteer personnel may administer naloxone hydrochloride (Narcan) or another opioid antagonist by nasal spray or auto-injector.

The training shall include the following information:

- Techniques for recognizing symptoms of opioid overdose.
- Standards and procedures for storage, restocking, and emergency use of naloxone hydrochloride (Narcan®) or another opioid antagonist.
- Basic emergency follow-up procedures, including but not limited to calling 911 and the student's parent or guardian.
- Recommendation for instruction and certification in cardiopulmonary resuscitation
- Written training materials, training logs, and documentation.
- CDPH [Administering Narcan Video](#)
- [SRVUSD Staff Training Module](#)

Written Materials and Forms

- The district will provide each volunteer with the [Defense and Indemnification Acknowledgement](#) in writing and retain it in the volunteer's personnel file.
- [Annual Notice: Volunteer Request](#)
- Program Assurance
- Disposition and Destruction of Product

- Training Log
- Narcan Administration Form

Storage and Handling of Narcan®

Manufacturer's recommendations for storage and handling include:

- Naloxone hydrochloride or another opioid antagonist should be stored in a secure, but accessible, well-marked, location for the school nurse and trained volunteer personnel, according to school district policy. ● Keep naloxone hydrochloride in its box until ready to use. Protect from light.
- Note the expiration date and dispose of the unit properly if it expires. Replace prior to expiration. ● Store naloxone hydrochloride nasal spray at room temperature between 59°F to 77°F. It may be stored for short periods between 39°F to 104°F. Do not expose to extreme heat, such as in the glove compartment or trunk of a car during the summer. Do not freeze.
- Store naloxone hydrochloride auto-injector in the outer case provided at controlled room temperature between 59°F to 77°F. It may be stored for short excursions permitted between 39°F and 104°F. Before using, check to make sure the solution in the auto-injector is not discolored. Replace if the solution is discolored or contains a precipitate. Do not freeze.

3. Incident Command System

3.1 Incident Command

The Incident Command System (ICS) is used by first responders and government agencies to manage emergencies, crises, and disasters nationwide. SRVUSD also uses ICS - a system where people are grouped by functions according to aptitude and skills, instead of rank/title. Every position reports to someone (see the ICS School Organization Chart in the chart at the end of this section), which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

All District employees, and especially those staff members assigned to an ICS team, are highly encouraged to download the Site's Emergency Plan. It is also recommended that team members and other District employees take CERT training, if all possible. Disaster supplies lists can be found in the Site's Emergency Plan. SRVUSD personnel can learn more about ICS by taking online

courses at www.csti.org but remembering to acquire a FEMA number first . [Additional on-line Emergency Management classes appropriate for District employees are offered by the Federal Emergency Management Agency \(FEMA\)](#) and are linked at <https://cdp.dhs.gov/femasid/register>

Command Lydia Rice; Kristy Candelaria

During an emergency, the Incident Commander is responsible for setting the response objectives and directing activities from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the principal, as the Incident Commander. The principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison, as needed. The Incident Commander should use “management by objectives” by setting specific goals and objectives for the total response. The objectives should be SMART - Specific, Measurable, Achievable, Relevant and Timely.

Planning/Intelligence Barbara Batoog;

During an emergency, ICS Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under ICS, this function is supported by two staff members, one involved with “Documentation” and the other with “Communications”. Both of these positions, if assigned at the discretion of the principal, will report directly to the Incident Commander (principal) unless a Planning/Intelligence Chief is assigned. The ICS Planning and Intelligence Section also predicts future needs and trends and constantly answers the following questions: ●

“How big is this problem?”

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

Planning and Intelligence people are forward thinkers. They like to seek out facts and make predictions. A natural choice may be librarians or history teachers.

Operations Karen Kolokithas;

Under ICS, all tactics for the emergency response are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within SRVUSD, these activities are performed by the following teams: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Psychological First Aid Team; Supply/Equipment Team; Request Gate Team; Reunion Gate Team; Fire Suppression/HazMat Team; and Search and Rescue Teams. Operations people are “Problem Solvers” who can work in a non-structured environment. These are the “Doers”.

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Logistics Sarah Stinson;

The Logistics function of ICS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, resources, equipment and services. Within SRVUSD, these activities are performed by Supply/Equipment Team. The Logistics section deals with resources. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs. These people are the “Getters”. A natural choice may be your plant manager or supply clerk.

Finance/Administration Barbara Batoog;

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

Figure 2.1 presents an Emergency Management Organization Chart modeled after ICS and adapted for SRVUSD schools. The organization depicted on the chart can be expanded or abridged to meet the scope of the emergency. Not every emergency will require all of the teams listed on the chart.

ICS can be adopted for schools with limited personnel. If no one is assigned to an ICS position, it is assumed that the person who

manages that position is keeping, and doing, the responsibility for the unfilled position. For example: in some emergencies, the Incident Commander may not assign a person to be in charge of finance. In that case, the Incident Commander is still responsible for the financial documentation.

3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal, who acts as the Incident Commander. The Command Team includes the school's Public Information Officer and the Safety Coordinator. The team leader for each of the other four functions (Operations, Planning & Intelligence, Logistics, and Finance & Administration) also report to the Incident Commander. The Incident Commander sets goals and objectives for the activities of all other teams.

3.2.1 Incident Commander

Lydia Rice; Kristy Candelaria

The Incident Commander (principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The only role of this person is to make decisions. Specific duties of the Incident Commander may include:

- Setting goals and objectives for the response team as a whole
- Periodically assessing the situation
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with the Local District Administrator of Operations and central staff.

3.2.2 Public Information Officer

Lydia Rice;

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander
 - Posting approved messages to Blackboard Connect for parents
 - Maintaining a log of PIO actions and all communications
 - Periodically interacting with the media and District Communications
- Preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and correcting any misinformation

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3.2.3 Safety Coordinator

Lydia Rice;

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible.

Specific duties of the Safety Coordinator may include:

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

Supplies and Equipment for Command Team

- School Emergency Response Containers
- Copy of the Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff email lists

Master keys – Note: These must be kept in a very secure location or with specific authorized individuals

- Copies of staff and students rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit
- Clipboard, paper, pens
- Hard hat
- Vest or position identifier
- Large campus map

3.3 First Aid/Medical Team

The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and that first aid and triage is rendered during an emergency.

Assignments

First Aid/Medical Team Leader: Rosa Harnetiaux

Alternate Team Leader: Kristy Candelaria

First Aid/Medical Team Member: Jeremy Innocenti

First Aid/Medical Team Member: Debbie Lee

School Nurse: Rosa Harnetiaux

First Aid/Medical Team Leader

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with Operations to determine medical needs and planned actions. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel, coordinating training, and assessing available inventory of supplies & equipment
- Designating and setting up First Aid/Medical treatment and/or triage areas, with access to emergency vehicles
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients
- Periodically keeping Operations informed of overall status
- Completing the Injury Report

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First Aid/Medical Team Members

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

- Setting up first aid area, triage and/or temporary morgue
- Triage/First Aid Response
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered
- Reporting critical injuries or deaths immediately to First Aid/Medical Team Leader
- Recording information on transport to hospital by first responders
- Supplies and Equipment for First Aid/Medical Team
- Vest or position identifier
- First aid supplies
- Non-Latex disposable exam gloves
- AED (if school has one on campus)
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets

- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury Report

In a disaster, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in the Safe School Plan.

3.4 Psychological First Aid/Crisis Team

The Psychological First Aid Team, or Crisis Team, is responsible for the social-emotional well-being of students on campus during an emergency. The team provides psychological first aid as needed in the immediate aftermath of a critical incident or emergency, pursuant to the District's *Crisis Preparedness, Response and Recovery* policy.

Assignments

Psychological First Aid Team Leader: Lanelle Bold

Alternate Team Leader: Trisha Leong

Psychological First Aid Team Member: SCIP Counselor, Nivedita Krishnaswami, Kara Solomon, Shira Kelly

Psychological First Aid Team Member: SCIP Counselor, Nivedita Krishnaswami, Kara Solomon, Shira Kelly

Psychological First Aid Team Leader

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with Operations to identify concerns and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed and ensuring appropriate training is provided. Information is available in the District's *Crisis Preparedness, Response and Recovery* Bulletin. Supplemental online training courses [STEPS 212](#) and 409 are offered through the Learning Zone.

Psychological First Aid Team Members

The members of the Psychological First Aid Team are responsible for monitoring the social-emotional safety and well-being of the students and staff in the Assembly Area and First Aid Area. Specific duties of the members of the Psychological First Aid Team may include:

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

Supplies and Equipment for the Psychological First Aid Team

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

3.5 Search and Rescue Team

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

Assignments

Search and Rescue Team Leader: Nancy McCaul

Alternate Team Leader:

SAR Team 1 Members: Nancy McCaul; ; Denise Vargas Vila/Jennifer Donnelly; Thomas Spadini

SAR Team 2 Members: Karen Lepke; Rebecca Bartow; ;

SAR Team 3 Members: Brooke Goldsworthy; Laura DiGiovanni; ;

SAR Team 4 Members: ; ; ;

Team Assembly Location

Inside: MPR

Outside: Picnic Tables

Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities, keeping Operations informed of overall status, and coordinating appropriate training. Specific duties of the Search and Rescue Team Leader may include: ● Obtaining briefings from Operations and the Assembly Area Team, noting missing students and any other situations requiring response

- Assigning and recording search and rescue teams based on available manpower, maintaining 4 persons per team ●
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search and Rescue Team Members

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

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to Team Leader upon discovery
- Rescuing trapped survivors on campus
- Evacuating survivors with mobility challenges
- Working with the Utilities Team and Fire Suppression Team in shutting off gas or extinguishing fires as appropriate ●
- Periodically reporting to the Team Leader the location, number, and condition of injured or missing survivors ●
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms

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- Sealing off and posting areas where hazardous conditions exist
- Contacting Security/Utilities Team to secure the building from reentry after the search

Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Bolt cutters (for cutting grates from around windows)
- Shovel
- Rope

- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)

Many of these materials are found in the GO Kits, which can be purchased through the SRVUSD Warehouse or Nexia.

3.6 Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with Operations as required. Close coordination with the Reunion Gate Team is necessary to safely reunite students with their parents or lawful guardians. The Security/Utilities Team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities. This team includes participation by the school police officer or school security officer, campus aides, and members of the custodial and cafeteria staff.

Assignments

Security/Utilities Team Leader: Dan Luu

Alternate Team Leader: Miguel Salazar

Security/Utilities Team Member:

Security/Utilities Team Member:

Security/Utilities Team Leader

The Security/Utilities Team Leader is responsible for directing team activities and interacting with Operations to identify problems and report status, and coordinates appropriate training. The Security/Utilities Team Leader is also responsible for contacting the Planning and Intelligence Section that will, in turn, notify local utility companies (water, electricity, gas, sewer) as needed.

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Security/Utilities Team Members

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

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

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard hat, gloves and any personal protective equipment
- Master keys
- Hand-held two way radio

- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

3.7 Supply/Equipment Team

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

Assignments

Supply/Equipment Team Leader: Barbara Batoog

Alternate Team Leader: Jennifer Wong

Supply/Equipment Team Member: Jennifer Wong

Supply/Equipment Team Member:

Supply/Equipment Team Leader

The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Leader may include:

- Reporting equipment and supply needs.
 - Estimating the number of persons requiring food/shelter/care
 - Work with Planning & Intelligence Coordinator to determine the length of time care will be needed ●
- Inventory supplies on hand

Supply/Equipment Team Members

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

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

Supplies and Equipment for Supply/Equipment Team

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

3.8 Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to Operations. Operations will then relay reports of missing students to the Search and Rescue Team.

Assignments

Assembly Area Team Leader: Jennifer Schmiegel
Alternate Team Leader: Kathryn Gilbert/Shelia Mendonsa
Assembly Area Team Member: Jeannie Wang, Kelly Los Banos, Nicole Worrall/Cristina Brogna/
Assembly Area Team Member: Joe Livoti, Rachel McCutchen, Math Aid, Lubna Jawaid, Noon Supervisors

Assembly Area Team Leader

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Missing Persons Report from team members and providing the report to the Incident Commander.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of students and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students from teachers or other personnel
- Ensuring that students are orderly and supervised so that they can be found quickly when parents arrive ●
- Gathering Missing Persons Report from each teacher and submitting forms to the Assembly Area Team Leader ●
- Assisting the Reunion Gate Team as required

Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms

3.9 Request and Reunion Gate Teams

Request Gate Team

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

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Assignments

Request Gate Team Leader: Bernadette Rendon
Alternate Team Leader:
Request Gate Team Member: Sara Stinson
Request Gate Team Member: Sara Clancy
Team Assembly Location
Outside: Gate Near Dick King Field Entrance

Request Gate Team Leader

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status, and coordinating appropriate training. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer. Supplemental online training course [STEPS 419](#) is offered through the Learning Zone.

Request Gate Team Members

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

- Greeting and quickly directing parents, guardians, or designees to the counselors, as appropriate ● Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status in all languages is suggested.
- Checking identification

- Directing parents or guardians to the Reunion Gate
- Dispatching student runners to Assembly Area to escort students whose parents have come to claim them

Supplies and Equipment for Request Gate Teams

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

Mass Reunion Planning

The Request and Reunion Gate Teams need to have an expansion plan for a massive influx of parents. The following activities should be part of every school's Request/Reunion Gate preparedness program:

- Cross-train other teams to assist. When the Search and Rescue Team members are done with their assignment, they may be re-assigned by the Operations Section Chief to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms etc.) for the additional Request Gate Team members so that additional stations can be opened.
- Have a plan to reorganize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school.
- Ensure that there are sign making supplies to allow for reorganization.

Reunion Gate Team

The Reunion Gate Team is responsible for compassionately reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus. Members of the Psychological First Aid Team and Security Team may be asked to assist the Reunion Gate Team. In the event that a child is injured, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team stay with the parent and assist them.

Assignments

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Reunion Gate Team Leader: DM Elkin

Alternate Team Leader: Marissa Ware

Reunion Gate Team Member: Karen Kolokithas

Reunion Gate Team Member:

Reunion Gate Team Leader

The Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems, request additional personnel, and report status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log from the Team Members and should have the forms readily available to Operations.

Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, or designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include: ● Greeting parents, guardians, or designees at the Reunion Gate

- Verifying identification and authenticity of reunification forms
- Confirming students recognize the authorized adults who come to claim them and requiring adults to sign students out of school
- Completing Student Release Log and submitting them to the Reunion Gate Team Leader

Supplies and Equipment

- Hand-held two way radios
- Tables and chairs
- Office Supplies –pens, paper, clipboards, release forms, etc.
- Student Lists
- Flashlights
- Keys to Reunion Gate
- Materials for sign-out log
- Student Release Log

3.10 Fire Suppression/Hazmat Team

The Fire Suppression and HazMat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency if first responders are unavailable. The school district or local fire protection agencies should provide on going training . It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with Operations. Team members complete the Damage Assessment Report Forms.

Assignments

Fire Suppression and HazMat Team Leader: Dan Luu

Alternate Team Leader: Miguel Salazar

Fire Suppression and HazMat Team Member:

Fire Suppression and HazMat Team Member:

Fire Suppression and HazMat Team Leader

The Fire Suppression and HazMat Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Leader is also responsible for gathering the Damage Assessment Report Forms from the Team Members and having forms readily available to Operations.

Fire Suppression and HazMat Team Members

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The members of the Fire Suppression and HazMat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the Damage Assessment Report Form will be submitted to the Team Leader. Specific duties of the members of the Fire Suppression and HazMat Team may include:

- Evaluating potential release of chemicals
- Identifying damaged areas on the Damage Assessment Report Form. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire: 1.

Class A, B or C for ordinary combustibles

2. Class B or C for fires involving flammable liquids

3. Class C only for fires involving electrical equipment

- Posting yellow caution tape around damaged or hazardous areas.

Supplies and Equipment for the Fire Suppression and HazMat Team

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

Site maps

3.11 Documentation/Communications Position

The Documentation/ Communications Position works under the Planning and Intelligence Section and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what action was taken by the school in response to the emergency.

Assignments

Documentation Staff Member: Barbara Batoog

Alternate Documentation Staff Member: Lydia Rice

Assembly Location

The Documentation/Communication Staff Member will report to the Command Post.

Roles and Responsibilities

The Documentation/Communication Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the Planning and Intelligence Section for status updates.
 - Documenting all communications with the Local District Operations Center (LDOC) and outside agencies. ●
 - Recording the number of students, staff and others on campus and updating it periodically.
 - Reporting missing persons, and documenting site damage and first aid needs with the Incident Commander. ●
 - Ensuring that accurate records are kept of all staff members, indicating hours worked.
 - Supporting the Incident Commander in making any purchases and keeping track of the cost.
 - Filing, maintaining and securing all emergency documentation.
 - The Communications Staff Member will collect, organize and analyze situation information and provide periodic updates.
- Specific duties may include:
- Listening to District AM/FM/Ham radios for information.
 - Send Blackboard Connect messages to students and staff
 - Send updates on Twitter, Facebook and other internet accounts
 - Monitor other forms of social media communication (Twitter, etc)
 - Updating site maps as reports and other information are received.

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- Preserving maps as legal documents.
- Using an area-wide map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
- Developing situation reports for the Incident Command Team.

Supplies and Equipment for the Documentation Position

- Hand-held radios
- File boxes
- Paper, pens
- AM-FM battery radios/Portable TV
- Damage Assessment Reports
- Maps of event by the hour

Supplies and Equipment

1. Hand-held radios
2. Info/access to Blackboard Connect, internet, cell phones, etc
3. AM-FM battery radios / portable TV
4. Paper, pens, dry-erase pens
5. File box(es)

- 6. Large site map of campus, laminated or covered with plastic
- 7. Map of county or local area

3.13 School ICS Team Leads Chart

John Baldwin Elementary School EMERGENCY MANAGEMENT ORGANIZATION CHART

This chart can be expanded or abridged to meet the scope of the incident that is being managed

Incident Commander
1. Lydia Rice
2. Kristy Candelaria

Public Information Officer 1. <u>Lydia Rice</u> 2.		Safety Coordinator (Optional) 1. <u>Lydia Rice</u> 2.
Operations 1. <u>Karen Kolokithas</u> 2.		Logistics 1. <u>Sarah Stinson</u> 2.

This chart shows organization for the emergency. The other assigned to various emergency will report people listed on the

Planning/Intelligence 1.Barbara Batoog 2.		Operations 1. <u>Karen Kolokithas</u> 2.		
Communications (Optional) 1. <u>Barbara Batoog</u> 2.Lydia Rice		First Aid/Medical Team(s) 1. <u>Rosa Harnetiaux</u> 2. Kristy Candelaria		Search and Rescue Team(s) 1. <u>Nancy McCaul</u> 2.
		Security/Utilities Team(s) 1. <u>Dan Luu</u> 2. <u>Miguel Salazar</u>		Assembly Area Team(s) 1. <u>Jennifer Schmiegel</u> 2. <u>Kathryn Gilbert/Shelia Mendonsa</u>
		Fire Suppression Team 1. <u>Dan Luu</u> 2. <u>Miguel Salazar</u>		Psychological/ First Aid Team(s) 1. <u>Lanelle Bold</u> 2. <u>Trisha Leong</u>
		Request Gate Team(s) 1. <u>Bernadette Rendon</u> 2.		Reunion Gate Team(s) 1. <u>DM Elkin</u> 2.Marissa Ware

Logistics 1. <u>Sarah Stinson</u> 2.
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Supply/Equipment 1. <u>Barbara Batoog</u> 2. <u>Jennifer Wong</u>
Transportation 1. <u>Karen Lepke</u> 2.

Fin 1. B 2.
Sta <u>Kar</u>
Cos <u>Bar</u>

The Incident Command System

If no one is assigned to a position, it is assumed that the person in the position is responsible for that position.

Note: This Organization Chart is based on ICS, and adapted for SRVUSD use. The Principal and School Safety Committee should use discretion in making further Modifications to address specific needs of the school. The first name in the box represents the primary responsible person; the second name denotes the backup.

3.14 School Site Crisis Team Chart

This chart provides examples of crisis team positions, roles and responsibilities at the school site. "Backup" staff should be identified in the event of an absence.		
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response & intervention services.	Lydia Rice

Crisis Team Leader Operations Chief	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	Kristy Candelaria
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	Lydia Rice
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	Lanelle Bold
First Aid/Medical	Ensures that first aid supplies are available and performs medical first aid/triage.	Rosa Harnetiaux
Security	Ensures school site security, secures gates, and performs short term repairs and shutoff of utilities as necessary.	Dan Luu
Request Gate Student Care	Processes requests for student pick-up.	Bernadette Rendon
Reunion Gate Student Care	Reunites students and parents at Reunion Gate.	DM Elkin
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	Sarah Stinson
Communications Planning and Intel	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio and social media for information. Radio Dispatch	Barbara Batoog
*The designated Crisis Team Leader and PIO should maintain ongoing communication and collaboration with the Incident Comm		

3.15 School Site Suicide/Threat Risk Assessment Team Chart

This chart identifies the members of the suicide/threat risk assessment team and their responsibilities at the school site. "Backup team member in the event of an absence.		
POSITION	ROLES & RESPONSIBILITIES	PRIMARY STAFF
Administrator (Principal, Assistant Principal, or Administrative Designee)	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Risk Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc). Coordinates all	Lydia Rice

	information, referrals, safety planning, and monitoring.	
Mental Health Professional /Suicide Prevention Liaison (For Student Suicide/Threat Risk Assessment: Psychiatric Social Worker, PSA Counselor, School Psychologist) (For Adult/Employee Workplace Violence Risk Assessment: School Mental Health Administrator)	Assists with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses. Identified as the Suicide Prevention Liaison. Brings mental health and trauma expertise in working with students & families.	Lanelle Bold (Student Suicide/Threat Risk Assessment)
		Lanelle Bold (Adult Workplace Violence Risk Assessment)
Law Enforcement (Local Police Officer resident or patrol officer; Danville/San Ramon Police Departments; Contra Costa County Sheriff's Department)	Responds to situations of risk of violence to self or others. Assists with assessment and application/transport for a psychiatric evaluation, as needed. Determines whether threat is a criminal threat; actions may include arrest, citation, or other investigative responsibilities. Assists with identifying criminal background of person of interest.	School Resource Officer, Town of Danville

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3.16 School Emergency Contacts Chart

Title/Role	Name
Principal	Lydia Rice
Assistant Principal 1	Sarah Clancy
Assistant Principal 2	
Assistant Principal 3	
Assistant Principal 4	
Administrator Assistant	Bernadette Rendon
Cafeteria Manager	Erin Ham
Financial Manager or Office Manager	Barbara Batoog
Plant Manager Head Custodian	Dan Luu
Back Up Custodian	Miguel Salazar
Custodian Closest to Site	Dan Luu
First Person on Campus in AM	Dan Luu
Last Person on Campus in PM	Miguel Salazar

Title/Role	Name
Search and Rescue Team 1	
Team leader	Nancy McCaul
Member 2/Alternate Leader	
Member 3	Denise Vargas Vila/Jennifer Donnelly
Member 4	Thomas Spadini
Search and Rescue Team 2	
Team leader	Karen Lepke
Member 2/Alternate Leader	Rebecca Bartow
Member 3	
Member 4	
Search and Rescue Team 3	
Team leader	Brooke Goldsworthy
Member 2/Alternate Leader	Laura DiGiovanni
Member 3	
Member 4	
Search and Rescue Team 4	
Team leader	
Member 2/Alternate Leader	
Member 3	
Member 4	

Security / Utilities Team	
Team leader	Dan Luu
Member 2/Alternate Leader	Miguel Salazar

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Member 3	
Member 4	
First Aid / Medical Team	
Team leader	Rosa Harnetiaux
Member 2/Alternate Leader	Kristy Candelaria
Member 3	Jeremy Innocenti
Member 4	Debbie Lee
Assembly Area Team	
Team leader	Jennifer Schmiegel
Member 2/Alternate Leader	Kathryn Gilbert/Shelia Mendonsa
Member 3	Jeannie Wang, Kelly Los Banos, Nicole Worrall/Cristina Broгна/
Member 4	Joe Livoti, Joni Steffensen, Rachel McCutchen, Math Aid, Laura Glover, Lub
Fire Suppression / HazMat Team	
Team leader	Dan Luu
Member 2/Alternate Leader	Miguel Salazar
Member 3	
Member 4	
Psychological First Aid/Crisis Team	
Team leader	Lanelle Bold
Member 2/Alternate Leader	Trisha Leong
Member 3	SCIP Counselor, Nivedita Krishnaswami, Kara Solomon, Shira Kelly
Member 4	SCIP Counselor, Nivedita Krishnaswami, Kara Solomon, Shira Kelly
Supply / Equipment Team	
Team leader	Barbara Batoog

Member 2/Alternate Leader	Jennifer Wong
Member 3	Jennifer Wong
Member 4	
Request Gate Teams	
Team leader	Bernadette Rendon
Member 2/Alternate Leader	
Member 3	Sara Stinson
Member 4	Sara Clancy
Reunion Gate Teams	
Team leader	DM Elkin
Member 2/Alternate Leader	Marissa Ware
Member 3	Karen Kolokithas
Member 4	
Documentation / Communication	
Team leader	Barbara Batoog
Member 2/Alternate Leader	Lydia Rice
Transportation	
Team leader	Karen Lepke
Member 2/Alternate Leader	
Administrative Search Coordinator	
Team leader	
Member 2/Alternate Leader	
Manager of School Emergency Response Box	
Team leader	

Member 2/Alternate Leader	
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5. Authorities and References

This section contains a list of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies. It provides for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

5.1 Legal Requirements

California Senate Bill 187 (1997) - Requires a comprehensive school safety plan with identified appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, update the plan annually, and adopt emergency procedures and policies.

California Education Code Section 32282 - Requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed “drop” procedures. Also requires training of school staff in the drop procedures.

California Education Code Section 35295-35297 - Specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

California Education Code Section 35294.1 - School safety plans may include an action plan with input from law enforcement, and may determine the fiscal impact of implementing the plan. School safety plans are to be created using existing resources and are not to be developed with private consultants.

California Code of Regulations 560 - School principals are to formulate the disaster preparedness plan and submit it annually to the Superintendent for approval. Schools are required to test the plan twice a year, not including fire drills.

5.2 Other Related Laws

California Education Code 32040 - Requires each school to have a first aid kit.

California Government Code 3100 (Disaster Service Workers’ Act) - All public personnel, including school District employees and charter school employees, can be declared Disaster Service Workers. As Disaster Service Workers, employees can be held at the work site and assigned disaster relief activities to perform until released during a disaster declared by the President or the Governor, or proclaimed by the Mayor.

California Field Act of 1933 – Specifies stricter building codes for and more frequent inspections of public school buildings. It applies to new construction of school buildings and later was amended to include mandatory retrofitting of older, existing school buildings.

No Child Left Behind (NCLB) Act of 2001 Title IV Part A (Safe and Drug Free Schools & Gun Free Requirements) – Provides funding for schools to prevent violence in and around schools; to prevent the illegal use of alcohol, tobacco and drugs; and to foster a safe and drug-free learning environment.

California Code of Regulations Title 8 Section 3221 - sets forth the procedures for Fire Protection Systems.

California Education Code 3200 - Schools must have a fire alarm system and sound the alarm and conduct a fire drill at least once every calendar month at elementary schools, at least four times a year intermediate, and not less than twice a year at secondary schools.

SRVUSD policies and guidance documents regarding emergencies can be found at _____

6. Functional Annexes

Functional annexes focus on critical operational functions and the courses of action developed to carry them out, independent of the threat or hazard requiring response. While these functions should be described separately, it is important to remember that many functions will occur consecutively. Multiple functions may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for. Note: Only the Superintendent of the School District has the authority to cancel or close any SRVUSD school.

6.1 Notifications

Response actions should be accompanied by the following notifications:

- 911
- San Ramon (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) ●
- District Communications and Operations 925-552-2942
- Email messages to parents and/or staff after District approval

6.2 Accounting for all Persons

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

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

Accounting for all Persons Procedures

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to list students/others as appropriate on attendance rosters and on the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report.
2. Assembly Area Team members will collect student rosters, Missing Persons Report, Injury Report, and Supplemental Attendance Report from teachers and submit them to the Assembly Area or Care Team Leader.
3. The Assembly Area Team leader will compile a master accounting of all persons on campus, and make reports available to the Operations Section Chief and Incident Commander.

6.3 All Clear

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

All Clear Procedures

1. The Incident Commander (principal) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. "Your attention, please. You may now return to your classroom and resume usual activities. Thank you all for your cooperation".
2. The Incident Commander will convene the school Psychological First Aid/Crisis Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to District offices and parents.
4. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

6.4 Drop, Cover, and Hold On

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

Drop, Cover, Hold On Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention please. We are having an earthquake. Drop, cover and hold on in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions."
2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.
5. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
6. The Incident Commander will follow drop, cover, and hold on with evacuation to the assembly area and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. .

6.5 Evacuate Building

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

Evacuate Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left." 2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
4. Teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. List missing students on the Missing Persons Report
5. Once assembled, teachers and students will stay in place until further instructions are given.
6. The Incident Commander will make appropriate notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

6.6 Psychological Trauma/School Crisis

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

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

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

OTHER IMPORTANT DEFINITIONS

Trauma

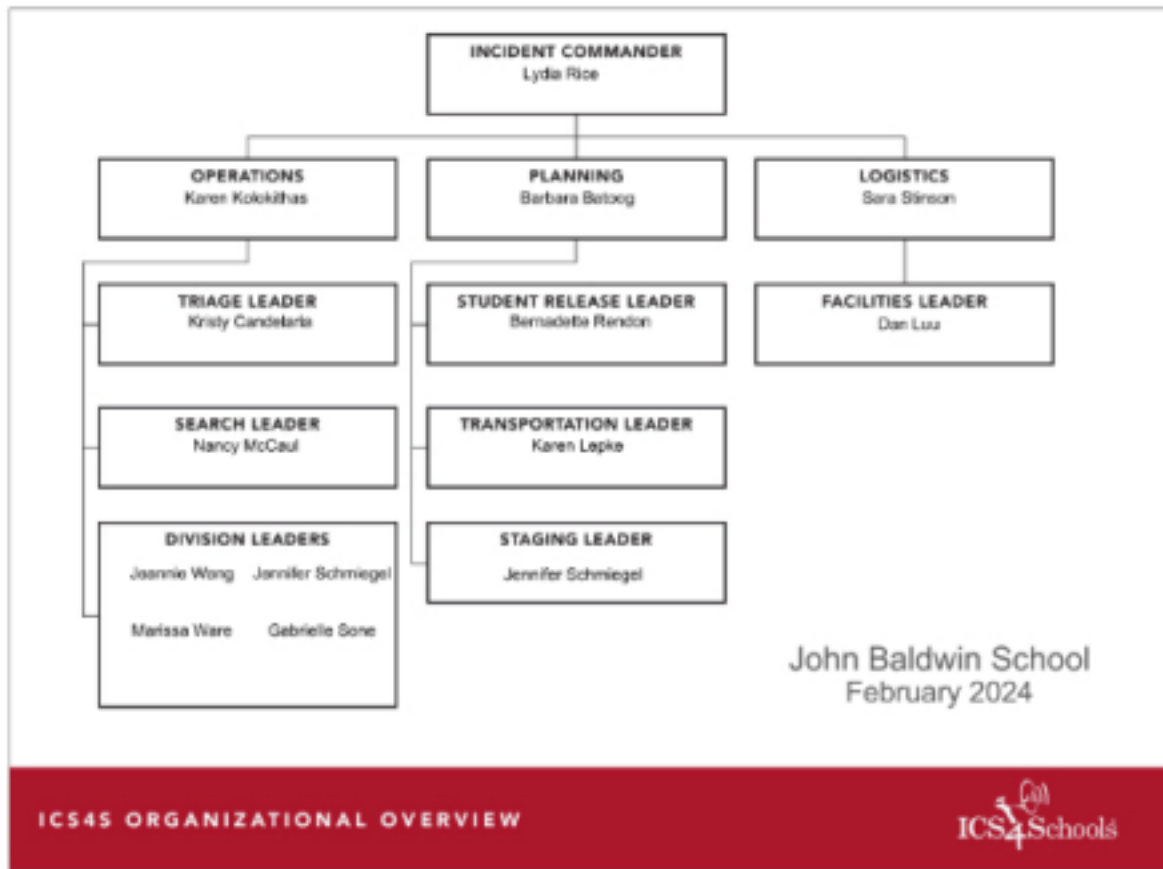
Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological First Aid (PFA)

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

MULTI-TIERED CRISIS RESPONSE TEAM MODEL

There are two tiers of crisis response: school site and District office. The basic structure of the multi-disciplinary support teams on all two tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the District office, or a combination thereof (see the Multi-Tiered Crisis Response Flow Chart below).



A. Tier I: School Site Crisis Response

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

B. Tier II: District Crisis Response

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

Psychological Trauma/Crisis Procedures

1. As the Incident Commander, the principal or designee activates the school ICS Team, including the Psychological First Aid/Crisis Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Incident Commander will notify the District Administrator of Operations and/or Supervisor and request additional resources as necessary.
4. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident, documenting the actions of the Crisis Team.

5. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
6. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death. 7. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response

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

A. Preparedness

1. Establish a school site crisis team.

School site crisis team members should be comprised of school staff, such as administrators, school psychologists, counselors and other specialized support staff. School site crisis team composition will vary by school and must be staffed by District employees only. Staff on the school site crisis team should be informed of their roles and have opportunities to participate in preparedness activities.

2. Schedule regular school site crisis team meetings. School site crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery. School site crisis team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:
 - a. Define the roles of the school site crisis team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the school site crisis team, such as teachers, clerical, new, substitute, before and after-school staff, and volunteers).
 - b. Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.
 - c. Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment and reunification, utilizing the areas identified in the Safe School Plan.
 - d. Provide/coordinate staff development and training on identified topics (e.g., Psychological First Aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and self care). For support with staff development and training, contact District Operations administration or Supervisor
 - e. Develop strategies to mitigate long-term impact on student mental health, well-being and academic achievement by re-engaging students in the learning process.
 - f. Identify school and community-based resources.

B. Response

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

1. Ensure Campus/Office Safety
 - a. Call 911 for immediate, emergency life threatening situations.
 - b. Call San Ramon (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) for assistance at the school site or school related activity.
 - c. Secure site and implement lockdown, if necessary.
 - d. Activate the ICS team, as needed.
 - e. For assistance and consultation, contact LD Operations administration or School Mental Health, Crisis Counseling and Intervention Services at 925-552-2988.
2. Determine Facts, consider some of the following questions when gathering information to determine the appropriate response for the situation:

- a. What happened?
- b. Who was involved?
- c. How were they involved?
- d. How did it happen?
- e. Where and when did it happen?
- f. What caused the crisis?
- g. What is the condition of those involved?
- h. Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?

Notify

- a. District Operations Administration/Supervisor as soon as feasible.
- b. Administrator/designee of co-located schools.
- c. Administrator/designee of other school sites that could be affected by the crisis.
- d. Other offices, as appropriate (see the Assistance section at the end of this bulletin for a list of relevant SRVUSD offices).

4. Assess

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

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

5. Develop Action Plan

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

Actions may include:

- Communication
- Logistics/Operations
- Psychological Triage/Crisis Counseling
- Incident Debriefing
- Documentation
- Important Considerations
- Recommendations for Short and Long-Term Recovery

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

Psychological First Aid: Responding to Crisis Incidents

1. LISTEN to what they say and how they act.
 - Address the feeling(s)/behavior(s) as soon as possible.

- If a student wants to talk, be prepared to listen and focus on what they say and how you can be of help. ● Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.

- Express compassion and calmness in your statements as well as nonverbal behaviors.

2. PROTECT by maintaining structure, stability, and consistency.

- Maintain daily routines, activities, and structure with clear expectations and consistent rules.
- Provide supervision and consistency to encourage successful outcomes.
- Give information that is accurate and age-appropriate.
- Keep the environment free of anything that could re-traumatize the student.
- Validate the student's life experience.
- Maintain confidentiality as appropriate.

3. CONNECT through interaction, activities and resources.

- "Check in" with student(s) on a regular basis.
- Become familiar with learning support staff at your school (Psychiatric Social Worker, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).
- Encourage interactions, activities, team projects with friends and teachers.
- Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).

Note: Consult with CPS if you suspect child abuse and/or neglect.

4. MODEL calm and optimistic behavior.

- Model healthy responses by remaining calm, courteous, organized and helpful.
- Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave. ● Take constructive actions to assure safety.
- Monitor conversations that students may engage in or hear.
- Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event. ● Practice self-care.

5. TEACH about normal changes that can occur when traumatized.

- Student(s) may have different reactions even to the same event.
- Encourage students to identify and use positive coping strategies to help them after the event.
- Help your students to problem solve to get through each day successfully.
- Help students set small "doable" goals and share in these achievements as "wins."
- Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

6.7 Relocation (Off-Site Evacuation)

This action is taken after a decision is made that it is unsafe to remain on the campus and evacuation to an off-site assembly area is required, such as during an earthquake or large hazardous materials release.

Relocation Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We need to institute an off-site relocation. Teachers are to take their students roll book, emergency supplies, and report to their designated offsite relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited."
2. The Incident Commander will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in the Safe School Plan. Teachers and students will stay together during the evacuation.

3. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

6.8 Reunification

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

Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate. 3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student(s) to be escorted to the Reunion Gate. 5. The Reunion Gate Team will check parent/guardian IDs, confirm student identification and keep accurate records of students leaving the campus.
6. Members of the Psychological First Aid Team may be asked to assist the Reunion Gate Team. In the event that a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team then stay with the parent and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place. 8. Members of other school emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

6.9 Threat to Others

For support and consultation, contact School Mental Health Crisis Counseling and Intervention Services at Special Ed Office 925-552-2988 Monday-Friday (8:00am-4:30pm). After hours, contact the LOCAL Police Department at Danville PD 925-314-3700. This procedure applies if site personnel receive or have knowledge of a threat that may target an individual, a particular group or the entire school community. Such threats may be direct, indirect, verbal, non-verbal, written, or electronic, and may target an individual, a particular group on campus, the entire school, or the community. The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District's Special Ed Office 925-552-2988. Online training about threats is available on the Learning Zone in courses STEPS 208 and 408.

Protocol for Responding to School Violence and Threats

The following are general procedures for the administrator/designee to respond to any reports of violence or threats in schools, at District and school-related activities and in all areas within the District's jurisdiction. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

A. Secure Campus/Office Safety

1. Call 911 for immediate, emergency life threatening situations.
2. Call San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) law enforcement for assistance at the school site or school related activity.
3. Secure site and/or implement lockdown, if necessary.
4. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the

educational setting. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.

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5. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at Special Ed Office 925-552-2988.

B. Notify

1. District Operations staff.
2. Other offices, as appropriate (see Attachment H, Resource List).

C. Investigate

Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:

1. Student information (e.g., name, date of birth, address)
2. Emergency information (e.g., family contact, health care provider information)
3. Attendance records
4. Student cumulative records, including Individualized Education Program (IEP), psycho-educational assessment, prior school records
5. Student discipline records, including any history or discipline related to the incident
6. Student health information, including self-injurious behavior and/or suicidal ideation
7. Review of District computers and property (e.g., desks, books, lockers), as applicable, if reasonable suspicion exists for an administrative search
8. Personal communication devices, as applicable, if reasonable suspicion exists for an administrative search
9. Statements from witnesses (e.g., students, teachers, other staff)
10. Family situation information
11. Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, relationship problems)
12. Access to weapons
13. Other pertinent information (e.g., written material, e-mails, pictures, social network postings)

The privacy of all students should be protected at ALL times, disclose information only on a need to know basis.

D. Convene a Threat Assessment Team

The multi-disciplinary team may include, but not be limited to, an Administrator, local Police Department Officer, and a mental health professional (e.g., Psychiatric Social Worker, School Psychologist, Pupil Services and Attendance Counselor). The student making the threat, the targeted individual(s) or witness(es) should not be part of the threat assessment team meeting. Critical roles of effective teams include:

- Communication among all key stakeholders. The administrator/designee shall coordinate and document all actions.
- Collaboration with other professionals across institutional boundaries, including local law enforcement, community mental health agencies, child protective services, and probation.
- Coordination of services for prevention, early identification, and interventions.
- Sharing of confidential information shall be restricted to those persons with a need to know basis. Information must not be discussed or divulged concerning any involved parties to any other person(s).

E. Assess for Risk to Self or Others

1. The administrator /designee or the designated school site threat assessment team member will meet with the student to complete a risk assessment using the School Violence Risk Assessment Checklist and the Suicide Risk Assessment Checklist. The questions should not be read to the student, but rather should be used as a guide while assessing the student.
2. The multi-disciplinary threat assessment team will determine the level of risk by reviewing the School Violence Risk Assessment Checklist and the Suicide Risk Assessment Checklist, as needed:

- **Low Risk** - Does not pose imminent danger to self or others; insufficient evidence for violence potential.

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- **Moderate Risk** - May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
- **High Risk** - Poses imminent danger to self or others with a viable plan to do harm and exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

F. Suspected Child Abuse

If child abuse is suspected or there is concern that contacting the parent may escalate the student's current level of risk, and/or the parents/guardians are contacted and unwilling to respond, report the incident to the appropriate child protective services agency.

G. Determine Appropriate Action Plan

Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:

1. Contact with and/or apprehension of student(s) who initiated the threat.
2. Removal of student from premises.
3. Conference with student(s) initiating the threat and his/her parent(s) and consider appropriate interventions, including access to mental health services, case management, school or community resources. Other actions may include discipline, change of class(es), and/or change of school.
4. Consider the possibility that there are circumstances that might increase the likelihood of an attack that may need to be addressed. Examples of triggers may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.
5. Warn and protect the targeted individual(s) of the threat and/or take reasonable steps to protect the targeted individual(s) in the school, when appropriate. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
6. Design support system for the targeted individual and/or student who initiated threat, if appropriate.
7. Obtain a restraining order, when appropriate.
8. Monitor progress toward reestablishing school safety.

H. Additional Actions

Additional interventions may be required if the behavior falls under any of the following categories:

1. Criminal Threat (bodily harm or an immediate physical threat)
 - a. Call local law enforcement.
 - b. Warn the targeted individual(s) and their parent/guardian of the threat and/or take reasonable steps to protect the targeted individual(s) while attending school or a school related activity/event.
 - c. Notify the district's Student Discipline and Expulsion Support Unit.
2. Disciplinary Action
 - a. Contact Student Discipline and Expulsion Support Unit to discuss procedures for discipline and/or intervention.
 - b. If the student has an IEP, consult the appropriate staff from the Division of Special Education.
3. Mental Health Evaluation
 - a. While in school or at a school-sponsored activity, students who present with severe mental health/behavior issues, such as depression, homicidal or suicidal ideation, should be addressed by an administrator/designee to discuss any concerns for their safety and health/mental health well-being.
 - 1) Determine the level of risk by reviewing Attachment B, School Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed. If the behaviors are determined to be moderate or high risk, secure emergency services by calling 911, Contra Costa County Department of Mental Health Crisis Services (925)646-2800, and/or local Police, San Ramon (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700).

- 2) Supervise and monitor the student until appropriate assistance arrives.
 - 3) Non-law enforcement District employees should not transport students exhibiting the behaviors noted above.
- b. Contact law enforcement to conduct a welfare check, as appropriate.

I. Student Re-entry Guidelines

1. A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have written permission by the health care provider to attend school (see Medical Clearance for Return to School).
2. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition. See Student Re-entry Guidelines for a checklist of action items to consider.
3. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs effect their ability to benefit from their educational program
4. If the student is transferred to another school or location, the site administrator/ designee should communicate with the receiving school to assist with the transition and ensure continued support services for the student. See Student Re-entry Guidelines for a checklist of action items to consider.

J. Provide Resources (see Resource List)

1. For mental/physical health services, refer the student to School Mental Health, a community resource provider, or their health care provider.
2. For students who pose a risk to themselves, provide the National Suicide Prevention Lifeline (800)273-8255.

K. Monitor and Manage

1. The administrator/designee will monitor and manage the case as it develops and until it has been determined that the individual no longer poses an immediate threat to self or others.
2. Maintain consistent communication with appropriate parties on a need to know basis.

L. Document All Actions

1. Each administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report.
2. The administrator/designee notes taken during the threat assessment meeting are for use by SRV Unified School District attorneys. No copies of the notes shall be furnished to anyone including employees, students, or parents without permission from the Office of General Counsel. Attachment G, Inter-office Correspondence, may be used to document notes during a threat assessment meeting.
3. Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.

4. Training and Exercises

4.1 District Documents Concerning Emergencies

<https://www.srvusd.net/District/Emergency-Preparedness/>

SRVUSD documents relevant to school emergencies can be found on page of the Emergency Services website.

4.2 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide a minimum of a 72-hour supply of emergency water, food, first aid, search and rescue, sanitation and other emergency supplies and equipment at school. Emergency supplies will be maintained in each classroom and in a centralized location: Emergency Shed

Emergency supply checklists are found in the appendices and the main office

4.3 Training and Exercises

The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that staff members, students, faculty, parents, and community representatives understand roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the District and/or local jurisdiction level(s). Exercises may range from basic fire and shelter-in-place drills to full-scale community-wide drills that realistically portray an emergency event and show the role the school plays in school District and municipal planning.

4.4 Emergency Drills

In order to be adequately prepared, emergency drills should be executed and documented at the shared district drill document. The school office manager has more information on emergency response actions and required emergency drills. Four types of emergency drills are required as indicated in the table below, along with the required frequencies by school level.

Drill Frequency Table:

DRILL TYPE	ELEMENTARY	MIDDLE	HIGH AND ADULT SCHOOLS

Fire	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per semester at minimum, including summer school.
Earthquake (Drop/Cover/Hold On)	Once per semester to include summer school.	Once per semester to include summer school.	Once per semester to include summer school.
Lockout Take Cover or "Hold"	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.
Lockdown	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.
Shelter-in-Place	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.

*An oral review of purpose and procedure may be done in lieu of actual practice.

4.4.1 Fire Drill

Signal: (Most sites) Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes.

Fire Drill Procedures:

Teachers

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the principal.
2. Familiarize yourself with the route your class will take before the drill begins.
3. When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
4. Check to see that all students are out of the classroom; take student roster and close all doors to prevent the spread of smoke or fire.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single line in the designated Assembly Area.
7. Take attendance.
8. Wait for the "all clear" signal – one long, steady bell – then return quietly to your classroom in single file.

All Other Personnel: Report to Assembly Area for further instructions.

4.4.2 Earthquake Drill

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal: The signal for the drill is the following PA announcement.

“Your attention, please. As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students should follow drop, cover and hold on procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions.”

Earthquake Drill Procedures

1. Initiate the DROP, COVER and HOLD ON action as described in Section 4.0.
2. Drop to knees facing away from windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.
5. Place head as far as is possible between knees; cover crown of the head with hands.
6. Stay in this position until shaking stops.
7. Teachers will direct students to return to their seats.

After an earthquake, students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space.

4.4.3 Lockdown Drill

Signal: The signal for the drill is the following PA announcement.

“Your attention please. There is a threat to your safety near the school. For everyone’s protection, all students should go into to the nearest classroom and lock the door. You should be in a protected position, away from doors and windows and anything that can hurt you. Hold this position until you are given further instructions.”

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Lockdown Drill Procedures

Quickly determine the most reasonable way to protect your own life. Remember that STUDENTS are likely to follow the lead of TEACHERS and or managers during an active threat situation.

1. RUN/Evacuate: If there is an accessible escape path, attempt to evacuate the premises.
 - Have an escape route and plan in mind, and leave your belongings behind
 - Evacuate regardless of whether others agree to follow
 - Help others escape, if possible
 - Prevent individuals from entering an area where the active threat may be
 - Keep your hands visible and follow the instructions of any police officers
 - Do not attempt to move wounded people
 - Call 911 when you are safe
2. HIDE: If evacuation is not possible, find a place to hide where the active threat is less likely to find you. Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction and locked door)
- Not trap you or restrict your options for movement (i.e., an office with a closed door)
- To prevent an active threat from entering your hiding place:
- Lock the door and Blockade the door with heavy furniture

3. DEFEND/Take action against the active threat : As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active threat by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment and may be armed with rifles, shotguns, handguns
- Officers may shout commands, and may push individuals to the ground for their safety

How to react when law enforcement arrives:

- Remain calm, and put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers and keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Information to provide to law enforcement or 911 operator:

- Location of the active shooter and number of shooters, if more than one
- Physical description of shooter/s and the number and type of weapons held by the shooter/s • Number of potential victims at the location

TRAINING YOUR STAFF FOR AN ACTIVE SHOOTER SITUATION

To best prepare your staff for an active shooter situation, create an Emergency Action Plan (EAP), and conduct training exercises. Together, the EAP and training exercises will prepare your staff to effectively respond and help minimize loss of life. Components of an Emergency Action Plan (EAP)

Create the EAP with input from several stakeholders including your human resources department, your training department (if one exists), facility owners / operators, your property manager, and local law enforcement and/or emergency responders. An effective EAP includes:

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- A preferred method for reporting fires and other emergencies
- An evacuation policy and procedure
- Emergency escape procedures and route assignments (i.e., floor plans, safe areas)
- Contact information for, and responsibilities of individuals to be contacted under the EAP
- Information concerning local area hospitals (i.e., name, telephone number, and distance from your location) • An emergency notification system to alert various parties of an emergency including: - Individuals at remote locations within premises
 - Local law enforcement
 - Local area hospitals

4.4.4 Shelter-In-Place Drill

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside.

Signal: The signal for the “Shelter-In-Place” drill is the following PA announcement:

“Your attention, please. Because we have received information regarding a hazard in the community, we are instituting shelter-in place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”

Shelter-in-Place Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym, auditorium, or multi-purpose room.
3. Move students to the most protected areas in the room.
4. Have students face away from windows and keep their backs toward windows.
5. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
6. Cover any vents or holes with posters, paper or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.
8. Turn off HVAC and cover vents.

7. Threat and Hazard-Specific Annexes

The threat- and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a functional annex need not be repeated in a threat- or hazard-specific annex. Develop these based on the prioritized list of threats and hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific threats hazards.

7.1 Active Shooter/Gunfire

If there is a threat of violence to campus or gunfire is heard in the area, implement Lockdown procedures. An Active Shooter on

Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

7.1.1 Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a Lockdown, the recommended appropriate Immediate Response Action.
3. The School Incident Commander will call 911 and local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) , and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. The School Incident Commander activates the Incident Command (ICS) Team.
5. If possible, use RUN, HIDE, DEFEND protocols, See unit 4.4.3 on Lockdowns.

The Planning and Intelligence Team Leader will:

- Notify the district and/or Operations Coordinator and request assistance.
- Prepare a message for parents to be sent on by the district.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Operations Team Leader will:

- Ensure that perimeter gates are secured and that all students, staff and visitors are safely secured behind locked doors. ● Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

7.1.2 Rapid Relocation Procedures

1. The School Incident Commander will:

- Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
- Inform the local police Call San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
- Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.