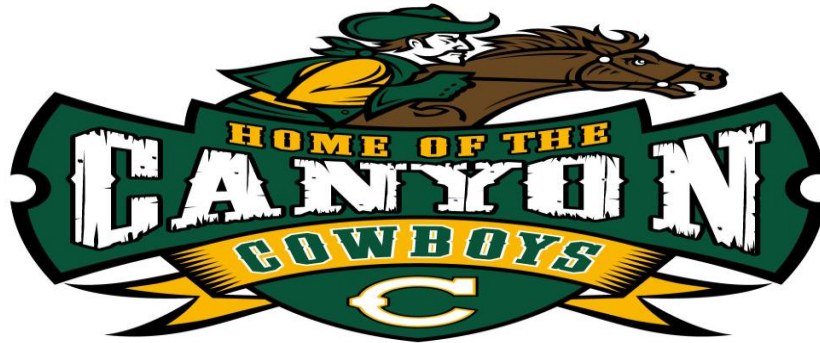




Canyon High School Safety Plan 2013-2014

William S. Hart Union High School District

**19300 W. Nadal Street
Canyon Country, Ca. 91351
Phone: (661) 252-6110
Fax: (661) 251-1419**

Revised by Sherry Rickenbach Martinez
Assistant Principal

Canyon High School Safety Plan

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CHILD ABUSE

CHILD ABUSE REPORTING PROCEDURES

1. **What is Child Abuse?**

Any act of omission or commission that endangers or imparts a child's physical or emotional health and development. These acts include:

- Physical abuse and corporal punishment resulting in an injury.
- Emotional abuse
- Emotional deprivation
- Physical neglect and/or inadequate supervision
- Sexual abuse and exploitation

2. **Reporting Process:**

- **Classified** employees shall report known or reasonable suspected child abuse immediately to the site principal or assistant principal for investigation and required action.
- **Certificated** employees shall report known or reasonable suspected child abuse immediately to:

-Department of Children and Family Services at **1-800-540-4000**

AND SHALL

-Complete a CHILD ABUSE REPORT form online within 24 hours of reporting the suspected child abuse by phone. This form can be found online at:

<https://mandreptla.org/>

AND SHALL

-Immediately inform the Principal regarding the details of such report.

3. **When is a Certificated Employee Responsible for Reporting?**

Responsibility for reporting arises when in the scope of this or her employment, or if in his or her professional capacity, a certified employee has knowledge of or suspects a student has been the victim of child abuse.

"Within the scope of employment" encompasses all times and occasions when an individual is performing required job duties, both on or off the school campus.

"In his or her professional capacity" conceivably extends this duty to occasions where an individual is not on the job but is present in a situation as professional educator.

WM. S. HART UNION HIGH SCHOOL DISTRICT

ADMINISTRATIVE REGULATIONS

SERIES NO. 4000

SERIES TITLE:	<u>PERSONNEL</u>
SUB-TITLE NO.	<u>4113.1</u>
SUB-TITLE:	<u>Child Abuse Reporting Procedures</u>

The chief administrator or designee of each school or certificated or classified division of the district shall annually review with the staff detection and reporting procedures regarding known or suspected child abuse. Board Policy and Administrative Regulation 4113.1 and Penal Code Section 11165-11172 shall be disseminated to staff.

In conformance with the requirements of the Penal Code, any employee who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to the Sheriff and/or child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The employee making such report shall make a photocopy of the written report and cause it to be delivered to the Principal. Section A - Reporting Party on this copy may be cut off or otherwise obliterated at the discretion of the employee. The Principal shall forward this copy to the Director of Pupil Personnel Services. These reports are not pupil records. They are confidential documents, which shall not be released except by order of a court of competent jurisdiction.

For purposes of this Regulation and the Penal Code, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on his or her training and experience, to suspect child abuse.

Any employee who has received information and training on reporting of suspected child abuse and who fails to report an instance, of child abuse which he or she knows to exist or reasonably should know to exist may be found guilty of a misdemeanor punishable by confinement in county jail for up to six months or by fine up to \$1,000 or by both.

DATE: May 13, 1986

BOARD APPROVED (WHEN APPROPRIATE):

REVISED: September 2, 1986

November 14, 1986

LEGAL REFERENCE:

Penal Code Section 11165 et seq

CHILD ABUSE AND REPORTING PROCEDURES

The Governing Board recognizes that the district has a responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. The superintendent or designee shall ensure that parents/guardians have access to procedures whereby they can report suspected child abuse at a school site to appropriate child protective agencies.

(cf. 1312.1 - Complaints Concerning School Personnel)

(cf. 5141.41 - Child Abuse Prevention)

The superintendent or designee shall establish regulations for use by employees in identifying and reporting child abuse.

District, employees shall report known or suspected incidences of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating, and prosecuting cases of child abuse.

(cf. 4112.9 - Signed Statements)

The superintendent or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The superintendent or designee shall also provide training in the duties of child abuse identification and reporting to instructional and teacher aides, teacher assistants, and other classified employees. (Penal Code 11165.7)

Legal References *(See next page)*

CHILD ABUSE REPORTING PROCEDURES

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

Definitions

1. "Child Abuse" includes the following:
 - a. A physical injury inflicted by other than accidental means on a child by another person.
 - b. Sexual abuse of a child.
 - c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
 - d. Unlawful corporal punishment or injury resulting in a traumatic condition.
 - e. Neglect of a child or abuse in out-of-home care.
2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of child care institutions, headstart teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs, and those instructional aides or other classified employees trained in child abuse reporting.
3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation.

CHILD ABUSE REPORTING PROCEDURES (continued)

Instructions are included on the form, and reporters may ask the site administrator for help in completing and mailing it; however, the mandated reporter is personally responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall inform the superintendent or designee.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing of these forms.

If the mandated reporter does not disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. If a mandated reporter fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.
3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

CHILD ABUSE REPORTING PROCEDURES (continued)

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

(cf. 5145.11 - Questioning and Apprehension)

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Pending the outcome of an investigation by a child protective agency and before formal charges are filed, the employee may be subject to reassignment or a paid leave of absence.

Upon filing formal charges or upon conviction, the district may take disciplinary action in accordance with law, district policies, regulations, and/or collective bargaining agreements. The superintendent or designee should consult with legal counsel in connection with either suspension or dismissal of the employee.

(cf. 4117.4 - Dismissal)

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

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

Date

WILLIAM S. HART UNION HIGH SCHOOL DISTRICT

Issued: 08/11/93

Santa Clarita, California

Reissued: 02/08/95

SUSPECTED CHILD ABUSE REPORT
To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME:

CASE NUMBER:

A. REPORTING PARTY

NAME OF MANDATED REPORTER:

TITLE:

MANDATED REPORTER
CATEGORY:

REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS:

DID MANDATED REPORTER WITNESS THE INCIDENT?

REPORTER'S TELEPHONE (DAYTIME):

TODAY'S DATE:

SIGNATURE:

REGIONAL OFFICE:

B. REPORT NOTIFICATION

COUNTY WELFARE / CPS (Child Protective Services)

AGENCY: Dept. of Children and Family Services

ADDRESS:
3075 Wilshire Blvd. 5th Floor
Los Angeles, 90010

DATE OF PHONE CALL:
TIME OF PHONE CALL:

Tracking Number:

TELEPHONE:

C. VICTIM - One report per victim

NAME (LAST, FIRST, MIDDLE):

BIRTHDATE OR APPROX. AGE:

GENDER:

ETHNICITY:

TELEPHONE:

ADDRESS:

PRESENT LOCATION OF VICTIM:

SCHOOL:

CLASS:

GRADE:

PHYSICALLY DISABLED?

DEVELOPMENTALLY DISABLED?

PRIMARY LANGUAGE SPOKEN IN HOME:

OTHER DISABILITY (SPECIFY):

IN FOSTER CARE?

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:

TYPE OF ABUSE:

RELATIONSHIP TO SUSPECT:

PHOTOS TAKEN?

DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH?

INSTRUCTIONS AND DISTRIBUTION ON LAST PAGE

DO NOT submit a copy of this form to the Department of Justice (DOJ). A CPA is required under penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is not unfounded.

cc: Police or Sheriff; County Welfare or Probation; District Attorney; Reporting Party

Department of Justice SS8572 (Rev. 12/02)

SUSPECTED CHILD ABUSE REPORT

D. INVOLVED PARTIES/VICTIM'S SIBLINGS	
1. NAME (LAST, FIRST, MIDDLE):	BIRTHDATE:
GENDER:	ETHNICITY:
2. NAME (LAST, FIRST, MIDDLE):	BIRTHDATE:
GENDER:	ETHNICITY:
3. NAME (LAST, FIRST, MIDDLE):	BIRTHDATE:
GENDER:	ETHNICITY:
4. NAME (LAST, FIRST, MIDDLE):	BIRTHDATE:
GENDER:	ETHNICITY:
D. INVOLVED PARTIES /VICTIM'S PARENTS/GUARDIANS	
1. NAME (LAST, FIRST, MIDDLE):	GENDER:
BIRTHDATE OR APPROX. AGE:	ETHNICITY:
ADDRESS:	
HOME PHONE:	BUSINESS PHONE:
2. NAME (LAST, FIRST, MIDDLE):	GENDER:
BIRTHDATE OR APPROX. AGE:	ETHNICITY:
ADDRESS:	
HOME PHONE:	BUSINESS PHONE:
D. INVOLVED PARTIES/SUSPECTS	
1. NAME (LAST, FIRST, MIDDLE):	GENDER:
BIRTHDATE OR APPROX. AGE:	ETHNICITY:
ADDRESS:	TELEPHONE:
OTHER RELEVANT INFORMATION:	
2. NAME (LAST, FIRST, MIDDLE):	GENDER:
BIRTHDATE OR APPROX. AGE:	ETHNICITY:
ADDRESS:	TELEPHONE:
OTHER RELEVANT INFORMATION:	
E. INCIDENT INFORMATION	
IF NECESSARY, ATTACH EXTRA SHEET(S):	
IF MULTIPLE VICTIMS, INDICATE NUMBER:	
DATE / TIME OF INCIDENT:	
PLACE OF INCIDENT:	

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim or suspect):

SUSPENSION/EXPULSION

SUSPENSION/EXPULSION POLICY

District policy and the California Education Code prescribe Suspension and/or Expulsion for a variety of student infractions. It is important that parents and student review those rules in order to prevent a violation that may result in these serious consequences. Students who are in possession of a weapon on campus or to or from campus (no matter what the reason) may be recommended for expulsion.

Included in the following are acts that may require **suspension/transfer to another school** or program, or **expulsion** from the school district:

Violation Against Persons:

1. Causing, attempting to cause, or threatening to cause physical injury to another person.
2. Open defiance of school personnel including:
 - a. continued willful disobedience or
 - b. continued disregard for school rules.
3. Verbal abuse; the habitual use of
 - a. profanity or vulgarity or
 - b. disrespectful or threatening language directed at a staff member.
4. Sexual harassment
5. Commit or attempt to commit a sexual assault or commit a sexual battery.
6. Harass, threaten or intimidate a pupil who is a witness in a school disciplinary proceeding.

Violation Against Property:

1. Causing or attempting to cause damage to school or private property or stealing or attempting to steal school or private property.
2. Forgery on readmit slip, attendance notes, progress reports or any other school document.

Violation of Public Health and Safety:

1. Possessing, selling, or otherwise furnishing any firearms, knives, explosives, or otherwise dangerous objects (this includes buck and other similar knives.)

2. Possessing, selling, or otherwise furnishing any controlled substance (narcotics, drugs, marijuana), alcoholic beverage, or intoxicant of any kind, or facsimile of same.
3. Use of tobacco (including chewing tobacco).
4. Unlawfully offering, arranging or negotiating to sell drugs or drug paraphernalia, as defined in Section 11364 of the Health and Safety Code.

Students

BP 5144.1(a)

SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Cocurricular Activities)

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be specified in administrative regulation.

Zero Tolerance

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

The Superintendent or designee shall notify staff, students, and parent/guardians about the district's zero tolerance policy and the consequences which may result from student offenses. He/she shall also ensure strict enforcement of this policy.

Student Due Process

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

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process - Individuals with Exceptional Needs)

BP 5144.1(b)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

On-Campus Suspension Program

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that in many cases it would be better to address the student's misconduct by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians, and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/ guardians when behavior problems arise.

Whenever a student is suspended from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was suspended may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/ guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to

promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get certain release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

BP 5144.1(c)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment
1981 Enrollment of students
17292.5 Program for expelled students
33032.5 Hate violence reduction
35146 Closed sessions (re suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48660-48666 Community day schools
48900-48926 Suspension and expulsion
48950 Speech and other communication
49073-49079 Privacy of student records

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt
54950-54962 Ralph M. Brown Act (re closed sessions)

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

240 Assault defined
242 Battery defined
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation

289 Penetration of genital or anal openings
 422.6 Interference with civil rights; damaging property
 422.7 Aggravating factors for punishment
 422.75 Protected classes
 626.2 Entry upon campus after written notice of suspension or dismissal without permission
 626.9 Gun-Free School Zone Act of 1995
 626.10 Dirks, daggers, knives, razors or stun guns
 868.5 Supporting person; attendance during testimony of witness
UNITED STATES CODE, TITLE 20
 6301-8962 Improving America's Schools Act, especially:
 8921-8922 Gun-Free Schools Act of 1994
John A. v. San Bernardino School District(1982) 33 Cal. 3d 301, 308
Fremont Union High School District v. Santa Clara County Board(1991) 235 Cal.App. 3d 1182
Garcia v. Los Angeles Board of Education(1991) 123 Cal.App. 3d 807
 80 Ops.Cal.Atty.Gen. 85(1997)
 80 Ops.Cal.Atty.Gen. 91(1997)
 80 Ops.Cal.Atty.Gen. 347(1997)

Management Resources:

CDE PROGRAM ADVISORIES

0306.96 Expulsion Policies and Educational Placements, SPB 95/96-04

Policy

Adopted: 10/27/93

Revised: 10/11/95

Revised: 11/06/96

Revised: 10/14/98

Revised:

WILLIAM S. HART UNION HIGH SCHOOL DISTRICT

Santa Clarita, California

09/06/6

SUSPENSION AND EXPULSION/DUE PROCESS**Definitions**

Suspension from school 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 the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

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

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

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, 48900.1, 48980)

(cf. 5144 - Discipline)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

(cf. 5145.6 - Parental Notifications)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)**Grounds for Suspension and Expulsion**

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance as defined in the Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as controlled substance, alcohol beverage, or intoxicant. (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

12. Knowingly received stolen school property or private property. (Education Code 48900(l))
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
16. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900 (p))
18. Engaged in, or attempted to engage in, hazing. (Education Code 48900 (q))
19. A pupil who aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer 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. (Education Code 48900(s))

A student in grades 7 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

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

(cf. 5145.7 - Sexual Harassment)

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code 33032.5. (Education Code 48900.3)
22. Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

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

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)

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

Suspension from Class by a Teacher/Parental Attendance

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When suspending a student from his/her class, the teacher shall immediately report this action to the principal and send the student to the principal for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been suspended.

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

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

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

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

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has suspended attend a portion of a school day in his/her student's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is required pursuant to law. (Education Code 48900.1)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date;
2. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7;
3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1.

Suspension by Superintendent, Principal, or Principal's Designee

The Superintendent, principal, or principal's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possession of an explosive.

Suspension also may be imposed upon a first offense if the Superintendent, principal, or designee determines the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

A student may be suspended from school for not more than 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 continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Suspensions shall be initiated according to the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the principal, designee, or the Superintendent with the student, and whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

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

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior.

A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.

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

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

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

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

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

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

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal, or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

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

(cf. 9321 - Closed Session Purposes and Agendas)

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

On-Campus Suspension Program

Students for whom an action to expel has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to a separate, supervised suspension classroom for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

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

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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

Authority to Expel

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion."

The Board also may order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer, or administrative panel, based on finding either or both of the following: (Education Code 48915(b) and (e))

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

Mandatory Recommendation for Expulsion

Unless the principal or Superintendent finds that expulsion is inappropriate due to particular circumstances, the principal, Superintendent, or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student.

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawful possession of any controlled substance, as listed in the Health and Safety Code.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

Mandatory Recommendation and Mandatory Expulsion

The principal, Superintendent, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possession of an explosive.

Upon finding that the student committed any of these acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

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

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

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

Rights of Complaining Witness

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

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

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

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

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Written Notice of the Expulsion Hearing

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

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/ guardian to appear in person or to employ and be represented by counsel.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated.

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

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

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

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11525. (Education Code 48918(i))

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

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

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the above acts listed in "Grounds for Suspension and Expulsion" above.

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

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

(cf. 5145.12 - Search and Seizure)

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony/
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand.
- 6. **Decision Within 10 Days:** The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
- 7. **Decision Within 40 Days:** If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)**Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

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

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified in "Conduct of Expulsion Hearing."

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers, and with the student's parent/guardian. (Education Code 48918(e)).

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

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (See "Decision Not to Enforce Expulsion Order" below.)

The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final, and the student shall be reinstated immediately.

Upon ordering the expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. (Education Code 48916)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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

1. Periodic review as well as assessment of the student at the time of review for readmission.
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, and other rehabilitative programs.

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

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a)-(o), Education Code 48900.2-48900.4 and Education Code 48915(c). (Education code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/ guardian. (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board of Education. (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion. (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1. (Education Code 48918)

Suspension of Enforcement of the Expulsion

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

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

The suspension of the enforcement of an expulsion shall be governed by the following: (Education Code 48917)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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

Right to Appeal

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

Post-Expulsion Placements

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

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

(cf. 6185 - Community Day School)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6 through 13 and #17 through 19 under "Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school.

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

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed, and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed, and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student or parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen.

The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)**Maintenance of Records**

The Board will maintain a record of each expulsion, including the cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school. (Education Code 48918(k))

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

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125 - Student Records)

Notifications to Law Enforcement Authorities

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

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

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

Outcome Data

The Superintendent or designee shall maintain the following data and report such annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

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

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WILLIAM S. HART UNION HIGH SCHOOL DISTRICT

Santa Clarita, California

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES)**Suspension**

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to regular education students. All the procedural safeguards established by district policies and regulations shall be observed in considering the suspension of students with disabilities.

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

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

Students with disabilities who have engaged in misconduct shall be entitled to an IEP (Individual Education Program) meeting before changing the placement of the student or imposing discipline that results in a significant change in placement. A "significant change in placement" includes a suspension for more than 10 consecutive school days or a series of suspensions which total more than 10 days in a school year where the cumulative effect of the suspensions creates a pattern of exclusion. The IEP shall be conducted and include a review of the appropriateness of the pupil's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the pupil's behavior and his or her disability. An IEP team meeting or Section 504 meeting will be held to determine whether the misconduct was caused by, or was a direct manifestation of, the pupil's disability, and whether the pupil had been appropriately placed at the time the misconduct occurred.

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the district had knowledge that the student was disabled before the behavior occurred. (20 USC 1415)

The district shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (20 USC 1415)

1. The parent/guardian has expressed concern in writing that the student is in need of special education or related services.
2. The behavior or performance of the student demonstrates the need for such services.
3. The parent/guardian has requested an evaluation of the student for special education.

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

4. The teacher, Director of Special Education, or other district personnel has expressed concern about the behavior or performance of the student to other district personnel.

If it is determined that the district did not have knowledge that the student was disabled, then the student shall be disciplined in accordance with procedures established for students without disabilities. (20 USC 1415)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) *(continued)*

Suspension

The Superintendent or designee may suspend a student with disability for up to five school days for a single incident of misconduct, and for up to 20 school days in a school year. If the student is transferred to another school or alternative educational program, the student may be suspended for up to 30 school days in a school year, but still no more than five days for a single incident of misconduct, unless the student is suspended by the Governing Board pursuant to Education Code 48912. Provided, however, that if a suspension would result in a significant change in the placement of the student, the student may not be suspended unless an IEP or 504 team first determines that the misconduct is not a direct manifestation of the student's disability and that the student was not in an inappropriate placement, as described in the previous paragraph. (Education Code 48903, 48911)

If the student poses an immediate threat to the safety of himself/herself or others, the Superintendent or designee may suspend the student for up to, but not more than, 10 consecutive school days. In the case of a dangerous child, a suspension may exceed 10 consecutive school days, and/or the student's placement may be changed, if the parent/guardian so agrees or if a court order so provides. (Education Code 48911)

Services During Suspension

Students suspended for more than 10 school days shall continue to receive a free and appropriate public education during the term of the suspension.

Interim Alternative Placement Due to Dangerous Behavior

A student with a disability may be placed in an appropriate interim alternative educational setting when he/she commits one of the following acts: (20 USC 1415)

1. Carries a weapon, as defined in 18 USC 930, to school or to a school function.
2. Knowingly possesses or uses illegal drugs while at school or a school function.
3. Sells or solicits the sale of a controlled substance while at school or a school function.
4. Inflicts serious bodily injury upon another person while at school.

A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer: (20 USC 1415)

1. Determines that the district has established by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others.
2. Considers the appropriateness of the student's current placement.
3. Considers whether the district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services.
4. Determines that the interim alternative educational setting allows the student to participate in general curriculum, to continue to receive IEP services and to receive services designed to ensure that the behavior does not recur.

**SUSPENSION AND EXPULSION/DUE PROCESS
(STUDENTS WITH DISABILITIES) *(continued)***

The student may not be placed in the interim alternative educational setting for more than 45 calendar days, or until the conclusion of any due process hearing proceedings requested by the parent/guardian. (20 USC 1415)

The student's alternative educational setting shall be determined by the student's individualized educational program (IEP) team or school site committee. (20 USC 1415)

(cf. 6159 - Individualized Education Program)

Procedural Safeguards/Manifestation Determination

Either before or not later than 10 days after a student has been suspended for more than 10 days or placed in an alternative educational setting, the district shall convene an IEP team meeting to conduct a functional behavior assessment and implement a behavioral intervention plan. If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it as necessary to address the behavior. (20 USC 1415)

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

The following procedural safeguards shall apply when a student is suspended for more than 10 days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement of more than 10 days is contemplated: (20 USC 1415)

1. The parents/guardians of the student shall be immediately notified of the decision and all procedural safeguards on the day the decision to take action is made.
2. No later than 10 school days after the date of the decision, a manifestation determination shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action by the IEP team.

At this hearing, the IEP team shall consider:

- a. Evaluations and diagnoses.
- b. Observations of the student.
- c. The student's IEP placement.

The team shall then determine whether the IEP and placement were appropriate and supplementary aids services, and behavioral interventions were provided. (20 USC 1415)

If the team determines that the student's behavior was not a manifestation of his/her disability, then the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) *(continued)*

If the team determines that the student's behavior was a manifestation of his/her disability then the student's placement may only be changed via the IEP or 504 team process.

Pre-Expulsion Meeting

Procedures and timelines governing the expulsion of students with disabilities shall be the same as those for all other students, except that a manifestation determination shall be made and an IEP team meeting or school site committee meeting held under conditions and with possible consequences indicated below.

1. The parent/guardian shall receive written notice of the district's intent to conduct an assessment and shall make the student available for the assessment without delay at a site designated by the district. The parent/guardian shall also have the right to an independent assessment as provided in Education Code 56329. (Education Code 48915.5)
2. The assessment shall be conducted in accordance with the guidelines of 34 CFR 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student's behavior and his/her disability. (Education Code 48915.5)
3. The IEP team or school site committee shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and district within the period, if any, of the student's pre-expulsion suspension. The parent/guardian's participation may be made through actual participation, representation, or a telephone conference call. (Education Code 48915.5)
4. The parent/guardian shall be notified of his/her right to participate in the meeting at least 48 hours before the meeting. This notice shall specify: (Education Code 48915.5)
 - a. That the meeting may be held without the parent/ guardian's participation unless he/she requests a postponement for up to three additional school days and
 - b. That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of himself/herself or others.

If the required notice has been given and the parent has not requested a postponement, the meeting may be conducted without the parent's participation. In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, the district shall keep documentation such as: (34 CFR 300.345)

- a. Detailed records of telephone calls made or attempted and the results of those calls.
- b. Copies of correspondence sent to parents/guardians and any responses received.
- c. Detailed records of visits made to the parent/ guardian's home or place of employment and the results of those visits.

**SUSPENSION AND EXPULSION/DUE PROCESS
(STUDENTS WITH DISABILITIES) *(continued)***

5. The district shall grant a parent/guardian's request that the meeting be postponed for up to three additional school days and may extend a student's suspension for the period of postponement if he/she continues to pose an immediate threat to the safety of himself/herself or others. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent/guardian or by court order. If the parent/guardian refuses to consent to an extension beyond 10 consecutive school days and chooses not to participate, the meeting may be conducted without the parent/guardian's participation. (Education Code 48915.5)
6. The IEP team or school site committee shall consider any assessment results and shall also review and consider the student's health records and school discipline records. (Education Code 48915.5)
7. If the IEP team or school site committee determines that the alleged misconduct was caused by, or was a direct manifestation of the student's disability, or that the student was not appropriately placed, the expulsion shall not proceed. (Education Code 48915.5)
8. If the IEP team or school site committee determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined that the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students. (Education Code 48915.5)
9. When expulsion is ordered, the Board shall recommend a rehabilitation plan for the student. (Education Code 48916)
10. If an IEP team or school site committee determines that the misconduct of a student with a disability was a direct manifestation of the disability, any record of expulsion or other disciplinary action which constituted a significant change in placement shall be expunged from all of the student's files and the student shall be reinstated into his or her previous placement, or an alternative program developed by the IEP or 504 team or ordered by a hearing officer or court.

Due Process Appeals

If the parent/guardian disagrees with the decision that the behavior was not a manifestation of the student's disability or with any decision regarding placement, he/she has a right to appeal the decision. (20 USC 1415)

Due process appeals must be initiated within 15 days of the decision of the IEP team or school site committee.

The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence, until after completion of:

1. The pre-expulsion assessment and the manifestation determination (Education Code 48915.5, 20 USC 1415).
2. The IEP team or school site committee meeting. (Education Code 48915.5)
3. Due process hearings and appeals, if initiated. (Education Code 48915.5)

**SUSPENSION AND EXPULSION/DUE PROCESS
(STUDENTS WITH DISABILITIES) (continued)**

The Board may expel a student with disability only if an IEP team or school site committee has determined that the misconduct was not caused by, or a direct manifestation of, the student's identified disability, and the student was appropriately placed at the time the misconduct occurred. (Education Code 48915.5)

Services During Expulsion

During the term of the expulsion, a student with a disability shall continue to be offered a program of free and appropriate public education. Such services may include independent study, home instruction, or another appropriate alternative program. The Board shall consider the recommendations of the IEP team or school site committee when developing a rehabilitation plan for an expelled student with disability.

(cf. 6158 - Independent Study)

(cf. 6183 - Home and Hospital Instruction))

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. The Superintendent or designee may consider input of the student's IEP team or school site committee when developing recommendations to the Board regarding a request for readmission. Upon readmission, an IEP team or school site committee meeting shall be convened to determine whether a new IEP needs to be established.

Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to regular students. (Education Code 48917)

Legal Reference: (See next page)

**SUSPENSION AND EXPULSION/DUE PROCESS
(STUDENTS WITH DISABILITIES) (continued)**

Legal Reference:

EDUCATION CODE

35146 Closed sessions (re suspensions)

35291 Rules (of governing board)

48900-48925 Suspension and expulsion

56320 Educational needs; requirements

56321 Development or revision of individualized education program

56329 Independent educational assessment

56340-56347 Individual education program teams

56505 State hearing

PENAL CODE

626.2 Unauthorized entry upon campus after written notice of suspension or dismissal

UNITED STATES CODE, TITLE 18

930 Weapons

UNITED STATES CODE, TITLE 20

1412 State eligibility

1415 Procedural Safeguards

UNITED STATES CODE, TITLE 29

706 Definitions

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.345 Parent participation

Honig v. Doe, (1988) 484 U.S. 305

Doe v. Maher, (1986) 793 F.2d 1470

Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489

M.P. v. Governing Board of Grossmont Union High School District, (1994) U.S. Dist. Ct. S.D. Cal. 858 F.Supp 1044

Rock Island School District #41, IDELR 353:364

San Juan Unified School District, 20 IDELR 549

Management Resources:

CDE LEGAL ADVISORIES

0123.91 Clarification of Education Code Amendments, LO: 1-91

0623.89 Suspension and Expulsion of Handicapped Pupils, LO: 3-89

CDE PROGRAM ADVISORY

0122.90 Suspension and Expulsion Procedures for Individuals with Exceptional Needs, SPB:89/90-9

Date

Issued: 10/27/93

Reissued: 08/23/95

Reissued: 04/16/97

Reissued: 12/02/98

Reissued: 09/17/08

WILLIAM S. HART UNION HIGH SCHOOL DISTRICT

Santa Clarita, California

WILLIAM S. HART UNION HIGH SCHOOL DISTRICT

NOTICE OF SUSPENSION

(Ref. E.C. 48900, 48900.2, 48900.3, 48900.4, 48900.7)

To the Parent(s) or Guardian(s) of:	_____	Date	_____
Address	_____	Home Phone	() - _____
City/State	_____ Zip _____	Other Phone	() - _____ ext. _____
Dates of Suspension	_____	Gender	_____ E.C. _____
		Date of Birth	_____ Grade _____
		Student ID No.	_____
		Special Education Program	_____

☐ Out of School ☐ In School ☐ Saturday (SOC) ☐ DAPEC

PLEASE BE ADVISED THAT THE ABOVE NAMED STUDENT IS SUSPENDED FROM SCHOOL FOR HAVING:

48900

- ☐ 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 self-defense.
- ☐ b. Possessed, sold, or furnished any firearm, knife, explosive, or other dangerous object.
- ☐ c. Possessed, used, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant.
- ☐ d. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material in lieu of the 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. Stolen or attempted to steal school property or private property.
- ☐ h. Possessed or used tobacco or any products containing tobacco or nicotine.
- ☐ i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- ☐ j. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- ☐ k. Disrupted school activities or otherwise willfully defied the valid authority of school personnel.
- ☐ l. Knowingly received stolen school property or private property.
- ☐ m. Possessed an imitation firearm.
- ☐ n. Committed or attempted to commit a sexual assault or committed a sexual battery.
- ☐ o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- ☐ p. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
- ☐ q. Engaged in, or attempted to engage in, hazing.
- ☐ r. Engaged in any act of bullying, including but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.
- ☐ t. Aided or abetted the infliction or attempted infliction of physical injury to another person.

48900.2

- ☐ Committed sexual harassment.

48900.3

- ☐ Participated in, caused, attempted to cause or threatened to cause an act of hate violence.

48900.4

- ☐ Engaged in harassment, threats or intimidation of school district personnel or pupils.

48900.7

- ☐ Made terrorists threats against school officials, school property, or both.

Brief description of the incident causing suspension: _____

Student is removed from the following extracurricular/co-curricular activity _____
from : _____ to _____

☐ Contact with _____ was made on _____ at _____ () - _____ ext. _____
Parent or Guardian Date Phone

☐ School personnel were unable to contact a parent/guardian by phone. Please call the administrator whose signature appears below.

☐ Parent/guardian is required to attend a conference at school (E.C. 48911) on _____

During the period of suspension this student is to be under the supervision of a parent or guardian and is expressly denied access to all school campuses and facilities of the District and is prohibited from attending or participating in any school-sponsored activity, irrespective of location, unless otherwise expressly authorized by the Director of Student Services. Violations of these restrictions may result in additional disciplinary action, including misdemeanor arrest and prosecution under the provisions of the California Penal Code Section 626.2.

The student may return to school on _____. You and/or the student have a right of access to the student's records relating to this act and after meeting with the Principal, may request a meeting with the District Director of Student Services regarding this action by calling (661) 259-0033, ext. 210. ☐ **The period of suspension may be extended pending an expulsion hearing.**

I understand the terms and conditions of this suspension

Student's Signature

Administrator's Signature

School

Name and Title

School Phone

DANGEROUS STUDENT NOTIFICATION

DANGEROUS STUDENT NOTIFICATION

Per Education Code 48918(k): The governing board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records. To be in compliance with Education Code 49079 and Administrative Regulation 4158(a), the following protocol shall be observed:

In order to enroll at any Hart District School, the parent or legal guardian must complete the Hart District's Statement of Expulsion or Not. A sample of this form follows this page. If a student is reported via this form as being on expulsion—from another district or within our district—the Registrar will inform the administrators, their assistants, counselors, and the Special Assignment Sheriff's Deputy.

If it is reported that a student is on probation, the school official learning of this will inform the administrators, their assistants, counselors, and the Special Assignment Sheriff's Deputy.

For a student within our district, the Infinite Campus files will contain the pertinent information about any student's suspension and/or expulsion. If the student is from another district, the pertinent information of a student's suspension and/or expulsion will be placed in the student's Infinite Campus discipline file. Regarding a student being on probation, the name of the probation officer and that officer's phone number will be placed in the student's Infinite Campus discipline file and the information will be filed in the student's discipline hard file. This information will be available and accessible by all faculty, counselors, and administrators.

Employees will receive a Confidential Notification to contact an administrator when a student has previously been suspended or expelled for being in possession of a weapon or for directing a violent act towards an employee. In order to maintain confidentiality when providing the information about student offenses to employees, the notification shall not name or otherwise identify the student. An administrator will reveal the identity of the student to the employee(s). The employee shall be asked to initial the notification and to return it to the administrator. The employee shall then review the student's file in the administrator's office. After reviewing the student's file, the employee shall initial that the file was reviewed.

An administrator will immediately inform an employee if a threat of potential violence or danger has been made toward that employee—even if the employee is not aware of the threat. An investigation and validation of the alleged threat by an administrator will occur within a 48-hour period at the conclusion of which the employee will be advised of the results.

An employee, who is aware of any threat made by a student, or who is assaulted or battered by a student, shall report it to an administrator.

[Insert School Name]

CONFIDENTIAL NOTIFICATION

DATE:

TO: , Employee

FROM: , Administrator

There is confidential information that you need to know regarding one of our students.

Please stop by my office as soon as possible to review with me the student's file.

Sign, date, and return this notification to me today.

Thanks.

Employee Signature

Date

cc: Counselor

[Insert School Name]

CONFIDENTIAL NOTIFICATION

DATE:

TO: , Employee

FROM: , Administrator

There is confidential information that you need to know regarding one of our students.

Please stop by my office as soon as possible to review with me the student's file.

Sign, date, and return this notification to me today.

Thanks.

Employee Signature

Date

cc: Counselor

WILLIAM S. HART UNION HIGH SCHOOL DISTRICT ENROLLMENT FORM

School Name _____ Date of Enrollment _____

Student's **Legal** Name _____ Male _____ Female _____
(Last) (First) (Middle)

Residence _____ Birth Date _____
(Street Address) (City) (Zip Code)

Home Phone _____ Cell Phone/Pager _____ Grade _____ Place of Birth: _____

Race/Ethnicity (Optional)

☐ Other Asian	☐ Asian Indian	☐ Japanese	☐ Samoan
☐ Black, not of Hispanic Origin	☐ Filipino	☐ Korean	☐ Tahitian
☐ Chinese	☐ Guamanian	☐ Laotian	☐ Vietnamese
☐ Cambodian	☐ Hispanic	☐ Hawaiian	☐ White, not of Hispanic Origin
	☐ Amer. Indian/Alaskan Native	☐ Other Pacific Islander	

Name of Last School Attended _____ Phone Number _____

Address of Last School Attended _____

Last Date Attended _____ Special Programs (i.e., RS, SC, Gate, ELA) _____

Attended the Wm. S. Hart District Before? _____ Dates Attended _____ Name of School _____

The California Education Code requires schools to determine the language(s) spoken at home by each student. Please answer the following questions.

1. Which language did your son/daughter learn when he/she first began to talk? _____
2. Which language does your son/daughter most frequently use at home? _____
3. What language do you use most frequently to speak to your son/daughter? _____
4. What language is most often spoken by the adults at home? _____

Student **lives** with: (Please check all that apply.)

☐ Mother ☐ Father ☐ Step-mother ☐ Step-father ☐ Guardian ☐ Foster Parent

Name of those checked: 1. _____ 2. _____

Relationship to Student _____

Work Phone(s): _____

Occupation: _____

Email Address: _____

Highest Parent Education Level of any Parent/Guardian:

☐ Not a High School Grad	☐ Some College or AA Degree	☐ Graduate School/Post Grad
☐ High School Grad	☐ College Grad	☐ Decline to State/Unknown

Parent/Guardian Signature X _____ Date _____

FOR OFFICE	☐ Counselor	☐ Immunizations	☐ Records Requested
USE ONLY	☐ Primary Language	☐ Proof of Residence	☐ Attendance Category

WILLIAM S. HART UNION HIGH SCHOOL DISTRICT

Dear Parent/Guardian:

One of our Governing Board's highest priorities is to ensure that our schools maintain a safe and orderly learning environment. As a result, our staff is providing you with the information below and request that parents of students new to our district complete this form and return it to the Registrar at the time of enrollment.

Education Code Section 48915.1 requires parents or guardians of students, or the student if over 18 years of age, to inform a school district upon enrollment if the enrolling student was expelled from his/her previous school district. Expulsion means removal from all schools of the district. This information must be divulged, even if the student was expelled and the expulsion was suspended and the student was allowed to return to school.

The Hart District shall hold a hearing before admitting any student who has been expelled from another district. If the student has been expelled for certain serious reasons specified in Education Code 48915 (a) or (c), his/her enrollment may occur only after the term of expulsion, and only if he/she has established legal residence in the district or is enrolled pursuant to an interdistrict attendance agreement.

I certify that _____ who is enrolling grade _____,

WAS expelled from his/her previous school district.

Was NOT expelled from his/her previous school district.

Is NOT on Probation

IS currently on Probation

Probation Officer's Name

Probation Officer's Telephone

Parent/Guardian Signature (or student signature if over 18 years of age)

Date

Please Print Parent/Guardian Name

Current Street Address

City

State

Zip Code

SEXUAL HARASSMENT

Employment and Housing

For more information, contact your nearest Fair Employment and Housing office.

BAKERSFIELD

1001 Tower Way, #250
Bakersfield, CA 93309-1586
(805) 395-2728

FRESNO

1900 Mariposa Mall, Suite
130 Fresno, CA 93721-2504
(209) 445-5373

LOS ANGELES

322 West First Street, #2126
Los Angeles, CA 90012-3112
(213)897-1997

OAKLAND

1330 Broadway, #1326
Oakland, CA 94612-
2512 (510)286-4095

SACRAMENTO

2000 "O" Street, #120
Sacramento, CA 95814-5212
(916)445-9918

SAN DIEGO

110 West "C" Street, #1702 San Diego,
CA 92010-3901 (619)237-7405

SAN FRANCISCO

30 Van Ness Avenue, Suite 3000 San
Francisco, CA 94102-6073 (415)557-2005

SAN JOSE

111 North Market Street, #810 San Jose, CA
95113-1102 (408)277-1264

SANTA ANA

28 Civic Center Plaza, #538 Santa Ana, CA
92701-4010 (714)558-4159

VENTURA

5720 Ralston Street, #302 Ventura, CA
93003-6081 (805) 654-4513

SAN BERNARDINO

1845 S. Business Center Dr., #127 San
Bernardino, CA 92408-3426 ;909) 383-4711

TDD NUMBERS

LOS ANGELES SACRAMENTO
(213)897-2840
(916)324-1678



SEXUAL HARASSMENT IS FORBIDDEN BY LAW

Sexual harassment in employment violates the provisions of the Fair Employment and Housing Act, specifically Government Code Sections 12940(a), (h), and (i).

EMPLOYER OBLIGATIONS

- Employers must take all reasonable steps to prevent discrimination and harassment from occurring.
- Employers must act to ensure a workplace free from sexual harassment by posting in the workplace a poster made available by the Department of Fair Employment and Housing.
- Employers must act to ensure a workplace free from sexual harassment by distributing to employees an information sheet on sexual harassment. An employer may either distribute this brochure (DFEH-185) or develop an equivalent document, which must meet the requirements of Government Code Section 12950(b).

DEFINITION OF SEXUAL HARASSMENT

The Fair Employment and Housing Commission regulations define sexual harassment as unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms

of a person of the same sex as the harasser; the following is a partial list:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct: leering, making sexual gestures, displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct: making or using derogatory comments, epithets, slurs, and jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes, or invitations.
- Physical conduct: touching, assault, impeding or blocking movements.

EMPLOYER LIABILITY

All employers are covered by the harassment section of the Fair Employment and Housing Act. If harassment occurs, an employer may be liable even if management was not aware of the harassment. An employer might avoid liability if the harasser is a rank and file employee and if there was a program to prevent harassment. The harasser, as well as any management representative who knew about the harassment and condoned or ratified it, can be held personally liable for damages.

Additionally, Government Code Section 12940(i) requires an entity to take "all reasonable steps to prevent harassment from occurring". If an employer has failed to take such preventive measures, that employer can be held liable for the

DFEH-1 TYPICAL SEXUAL HARASSMENT CASES

The three most common types of sexual harassment complaints filed with the Department are:

- An employee is fired or denied a job or an employment benefit because he/she refused to grant sexual favors or because he/she complained about harassment. (Retaliation for complaining about harassment is illegal, even if it cannot be demonstrated that the harassment actually occurred.)
- An employee quits because he/she can no longer tolerate an offensive work environment. (Referred to as a "constructive discharge" harassment case.) If it is proven that a reasonable person, under like conditions, would resign to escape the harassment, the employer may be held responsible for the resignation as if the employee had been discharged.
- An employee is exposed to an offensive work environment. Exposure to various kinds of behavior or to unwanted sexual advances alone may constitute harassment.

HOW THE LAW IS ENFORCED

Employees or job applicants who believe that they have been sexually harassed may, within one year of the harassment, file a complaint of discrimination with the California Department of Fair Employment and Housing. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds evidence of sexual harassment and settlement efforts fail, the Department may file a formal accusation against the employer and the harasser. The accusation will lead to either a public hearing before the Fair Employment and Housing Commission or a lawsuit filed on the complainant's behalf by the Department. If the Commission finds that harassment occurred, it can order remedies, including up to \$50,000 in fines or damages for emotional distress from each employer or harasser charged. In addition, the Commission may order hiring or reinstatement, back pay, promotion, and changes in

PREVENTING SEXUAL HARASSMENT

A program to eliminate sexual harassment from the workplace is not only required by law, but it is the most practical way to avoid or limit damages if harassment should occur despite preventive efforts.

COMPLAINT PROCEDURE:

An employer should take immediate and appropriate action when he/she knows, or should have known, that sexual harassment has occurred. An employer must take effective action to stop any further harassment and to ameliorate any effects of the harassment. To those ends, the employer's policy should include provisions to:

- Fully inform complainant of his/her rights and any obligations to secure those rights.
- Fully and effectively investigate. It must be immediate, thorough, objective and complete. All those with information on the matter should be interviewed. A determination must be made and the results communicated to the complainant, to the alleged harasser, and, as appropriate, to all others directly concerned.
- If proven, there must be prompt and effective remedial action. First, appropriate action must be taken against the harasser and communicated to the complainant. Second, steps must be taken to prevent any further harassment. Third, appropriate action must be taken to remedy the complainant's loss, if any.

TRAINING OF ALL INDIVIDUALS IN THE WORKPLACE:

All employees must receive from their employers a copy of this pamphlet (DFEH-185) or an equivalent document. Any person may duplicate this brochure in any amount.

All employees should be made aware of the seriousness of violations of the sexual harassment policy.

All Personnel	BP
4119.11	
	BP
4219.11	
SEXUAL HARASSMENT	BP
4319.11	

The Governing Board prohibits sexual harassment in the working environment of district employees or applicants by any person in any form.
Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

(cf. 4030 - Nondiscrimination In Employment) (cf. 4118 - Suspension/Disciplinary Action)

Any employee or applicant for employment who feels that he/she or another individual in the district is being sexually harassed should immediately contact his/her supervisor, principal, other district administrator or the Superintendent or designee in order to obtain procedures for reporting a complaint. Complaints of harassment can be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

Any supervisor who receives a harassment complaint shall notify the Superintendent or designee, who shall ensure that the complaint is appropriately investigated.

(cf. 4031 - Complaints Concerning Discrimination In Employment)

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.

Legal Reference:

EDUCATION CODE 200-240 Prohibition of discrimination on the basis of sex, especially:

212.5 Sexual harassment, defined

212.6 Sexual harassment policy

230 Particular practices prohibited

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

LABOR CODE

1101 Political activities of employees

1102,1 Discrimination: sexual orientation

UNITED STATES CODE, TITLE 42

2000d S 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended

2000/1-2 et seq. Title IX, 1972 Education Act Amendments

Meritor Savings Bank, FSB v. Vinson et al.

86 Daily Journal D.A.R. 2130

Policy
DISTRICT

Adopted: 10/27/93
California

WILLIAM S. HART UNION HIGH SCHOOL

Santa Clarita,

All Personnel

SEXUAL HARASSMENT

AR 4119.11 (a) 4219.11 4319.11

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is made either expressly or by implication in term or condition of any individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive working or educational environment or of adversely affecting the student or employee's performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.
4. 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 examples of sexual harassment, whether committed by a supervisor or any other employee, are:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking of normal movements.
8. Displaying sexually suggestive objects in the educational or work environment.

SEXUAL HARASSMENT (continued)

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

Each principal and supervisor has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes discussing the district's sexual harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading or exploitative treatment or any other form of sexual harassment.

Notifications

A copy of the district's policy on Harassment in Employment shall:

1. Be displayed in a prominent location near each school principal's office.
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired.
3. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures and standards of conduct. (Education Code 212.6)

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of district information sheets that contain, at a minimum, components on:

1. The illegality of sexual harassment.
2. The definition of sexual harassment under applicable state and federal law.
3. A description of sexual harassment, with examples.
4. The district's complaint process available to the employee.
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission.

SEXUAL HARASSMENT (continued)

6. Directions on how to contact the Fair Employment and Housing Department and Commission. (Government Code 12950)

NONDISCRIMINATION/HARASSMENT

District programs and activities shall be free from discrimination, including harassment, with respect to ethnic group, religion, gender, color, race, national origin, and physical or mental disability.

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic and other co-curricular programs, testing procedures, and other activities. School staff and volunteers shall, carefully guard against segregation, bias, and stereotyping in instruction, guidance, and supervision.

(cf. 1240 - Volunteer Assistance)

(cf. 6145.2 - Interscholastic Competition)

The schools may provide girls and boys with separate shower rooms and sex instruction to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group, or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student, or other person in the district. Staff shall be alert and immediately responsive to student conduct, which may interfere with another student's ability to participate in or benefit from school services, activities, or privileges.

(cf. 5145.2 - Freedom of Speech/Expression: Publications Code) (cf. 5145.7 - Sexual Harassment)

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

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

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

NONDISCRIMINATION/HARASSMENT (continued)

Any student who feels that he/she is being harassed should immediately contact the principal or designee. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint can be filed in accordance with administrative regulations. The superintendent or designee shall determine which complaint procedure is appropriate.

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

(cf. 1312.3 - **Uniform Complaint Procedures**)

Legal Reference:

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

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 **CODE OF**

REGULATIONS, TITLE 5

4621 District policies and procedures

4622 Notice requirements

UNITED STATES CODE, TITLE 42

2000d & 2000e et seq. Title VI & VII. Civil Rights Act of 1964 as amended

2000h-2 et seq. Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

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

106.8 Designation of responsible employee

106.9 Notification of nondiscrimination on basis of sex

Policy WILLIAM S. HART UNION HIGH SCHOOL DISTRICT

Adopted:08/11/93

Santa Clarita, California

Revised: 08/09/95

SEXUAL HARASSMENT

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the district.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 5137 - Positive School Climate)

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

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator.

Any student who feels that he/she is being harassed should immediately contact the principal or designee or another district administrator in order to obtain a copy of AR 1312.3 -*Uniform Complaint Procedures*. Complaints of harassment can be filed in accordance with these procedures.

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.

(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference: *(see next page)*

SEXUAL HARASSMENT (continued)

Legal Reference:

EDUCATION CODE 200-240 Prohibition of discrimination on the basis of sex, especially:

212.5 Sexual harassment

212.6 Sexual harassment policy

230 Particular practices prohibited

48980 Notice at beginning of term

UNITED STATES CODE, TITLE 42

2000d & 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended

2000h-2 et seq. Title IX, 1972 Education Act Amendments

Franklin vs. Gwinnet County Schools (1992) 112 S. Ct. 1028

SEXUAL HARASSMENT

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

(Education Code 212.5)

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

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

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.

SEXUAL HARASSMENT (continued)

10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the districts sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Notifications

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

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

(cf. 5145.6 - Notifications Required by Law)

2. Be displayed in a prominent location near each school principal's office. (Education Code 212.6)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session. (Education code 212.6)
4. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures and standards of conduct. (Education Code 212.6)

Enforcement

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

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



HARASSMENT OR DISCRIMINATION IN EMPLOYMENT

Because of

- Sex • Sexual Orientation • Race • Color • Religious Creed • Marital Status • Denial of Family and Medical Care Leave •**
- Ancestry • National Origin**
- Medical Condition (Cancer/Genetic Characteristics)**
- Age (40 and above) • Disability (Mental and Physical) Including HIV and AIDS**
- Denial of Pregnancy Disability Leave or Reasonable Accommodation**

IS PROHIBITED BY LAW

The California Fair Employment and Housing Act

(Part 2.8 (commencing with Section 12900) of Div. 3 of Title 2 of the Government Code) and the Regulations of the Fair Employment and Housing Commission (Cal. Code of Regs., Title 2, Division 4, Section 7285.0 through Section 8504)

- prohibit harassment of employees, applicants and independent contractors and requires employers to take all reasonable steps to prevent harassment. The prohibition against sex harassment includes a prohibition against sexual harassment, gender harassment, and harassment based on pregnancy, childbirth, or related medical conditions.
 - require that all employers provide information to each of their employees on the nature, illegality and legal remedies, which apply to sexual harassment. Employers may either develop their own publication, which must meet standards as set forth in California Government Code Section 12950, or use a brochure which may be obtained from the Department of Fair Employment and Housing.
 - require employers to reasonably accommodate disabled employees or job applicants in order to enable them to perform the essential functions of a job.
- permit job applicants and employees to file complaints with the Department of Fair Employment and Housing (DFEH) against an employer, employment agency, or labor union, which fails to grant equal employment as required by law.
- prohibit discrimination against any job applicant or employee in hiring, promotions, assignments or discharge. On-the-job segregation also is prohibited.
 - require employers, employment agencies, and unions to preserve applications, personnel and employment referral records for a minimum of two years.
 - require employers to provide leaves of up to four months to employees disabled because of pregnancy, maternity or childbirth.
 - require an employer to provide reasonable accommodations requested by an employee, with the advice of her health care provider, related to her pregnancy, childbirth or related medical conditions.
 - require employers of 50 or more persons to allow eligible employees to take up to 12 weeks leave in a 12-month period for the birth of a child, the placement of a child for adoption or foster care, for an employee's own serious health condition, or to care for a parent, spouse or child with a serious health condition. (Employers are required to post a notice informing employees of their family and medical leave rights.)
 - require employment agencies to serve all applicants equally; to refuse discriminatory job orders; to refrain from prohibited pre-hiring inquiries or help-wanted advertising.
 - require unions not to discriminate in member admissions or dispatching to jobs.
 - forbid any person to interfere with efforts to comply with the act. Permits employers to file complaints against workers who refuse to cooperate with the provisions of the law. Authorizes the DFEH to work affirmatively with cooperating employers to review hiring and recruiting practices in order to expand equal opportunity.

THE LAW PROVIDES FOR ADMINISTRATIVE FINES AND FOR REMEDIES FOR INDIVIDUALS, WHICH MAY INCLUDE:
hiring, back pay, promotion, reinstatement, cease-and-desist order, expert witness fees, punitive damages, and damages for emotional distress.

JOB APPLICANTS AND EMPLOYEES: If you believe you have experienced discrimination, you may file a DFEH complaint. INDEPENDENT CONTRACTORS: If you believe you have been harassed, you may file a DFEH complaint. Complaints must be filed within one year from the last act of discrimination/harassment.

For information contact the Department of Fair Employment and Housing:
Toll Free 1-800-884-1684 SACRAMENTO, CA Area/OUT OF STATE (916) 227-0551
TDD Number 1-800-700-2320 Website: www.dfeh.ca.gov

This notice must be conspicuously posted in hiring offices, on employee bulletin boards, in employment agency waiting rooms, union halls, etc.

DFEH 162

STATE OF CALIFORNIA THE DEPARTMENT OF FAIR EMPLOYMENT AND
HOUSING

SEXUAL HARASSMENT IS FORBIDDEN BY LAW

Sexual Harassment In employment violates the provisions of the Fair Employment and Housing Act, specifically Government Code Sections 12940(a), (h) and (I).

EMPLOYER OBLIGATIONS

Employers must take all reasonable steps to prevent discrimination and harassment from occurring. Employers must act to ensure a workplace free from sexual harassment by distributing to employees an Information sheet on sexual harassment. An employer may either distribute the brochure (DFEH-185) or develop an equivalent document, which must meet the requirements of Government Code Section 12950(b).

DEFINITION OF SEXUAL HARASSMENT

appropriate corrective action to stop the harassment once the employer learns about it. Employers are strictly liable for harassment by their supervisor or agents. The harasser, as well as any management representative who knew about the harassment and condoned or ratified it can be held personally liable for damages. Additionally, Government Code Section 12940(i) requires an entity to take all reasonable steps to prevent harassment from occurring. If an employer has failed to take such preventive measures, that employer can be held liable for the harassment. A victim may be entitled to damages even though no employment opportunity has been denied and there is no actual loss of pay or benefits. Commission finds that harassment occurred, it can order remedies, including up to \$50,000 in damages for emotional distress from each employer or harasser charged. In addition the Commission may order hiring or reinstatement, back pay, promotion, and changes in the policies or practices of the involved employer. A court may order unlimited damages.

PREVENTING SEXUAL HARASSMENT

A program to eliminate sexual harassment from the workplace is not only required by law, but it is the most practical way to avoid or limit damages if harassment should occur despite preventive efforts. The Fair Employment and Housing Act defines harassment because of sex as including sexual harassment, gender harassment, and harassment based on pregnancy, childbirth, or related medical conditions. The Fair Employment and Housing Commission regulations define sexual harassment as unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser: the following is a partial list

- **Unwanted sexual advances.**
- Offering employment benefits in exchange for sexual favors.
- **Making or threatening reprisals after a negative response to sexual advances.**
- **Visual conduct:** leering, making sexual gestures, displaying of sexually suggestive objects or pictures, cartoons or posters.
- **Verbal conduct** making or using derogatory comments, epithets, slurs, and jokes.
- **Verbal sexual advances or propositions.**
- **Verbal abuse** of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes, or invitations.
- **Physical conduct:** touching, assault, impeding or blocking movements.

EMPLOYER LIABILITY

All employers are covered by the harassment section of the Fair Employment and Housing Act. If harassment occurs, an employer may be liable even if management was not aware of the harassment. An employer might avoid liability if the harasser is a rank and file employee and if the employer had no knowledge of the harassment, and if there was a program to prevent harassment. If the harasser is a rank and file employee, the employer may avoid liability if the employer takes immediate and

TYPICAL SEXUAL HARASSMENT CASES

The three most common types of sexual harassment complaints filed with the Department are:

- An employee is fired or denied a job or an employment benefit because he/she refused to grant sexual favors or because he/she complained about harassment. Retaliation for complaining about harassment is illegal, even if it cannot be demonstrated that the harassment actually occurred.
- An employee quits because he/she can no longer tolerate an offensive work environment, referred to as a "constructive discharge" harassment case. If it is proven that a reasonable person, under like conditions, would resign to escape the harassment, the employer may be held responsible for the resignation as if the employee had been discharged.
- An employee is exposed to an offensive work environment. Exposure to various kinds of behavior or to unwanted sexual advances alone may constitute harassment.

HOW THE LAW IS ENFORCED

Employees or job applicants who believe that they have been sexually harassed may, within one year of the harassment, file a complaint of discrimination with the California Department of Fair Employment and Housing. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds evidence of sexual harassment and settlement efforts fail, the Department may file a formal accusation against the employer and the harasser. The accusation will lead to either a public hearing before the Fair Employment and Housing Commission or a lawsuit filed on the complainant's behalf by the Department. It is the

For more information contact the Department of Fair Employment and Housing:

Toll Free 1-800-884-1684

TDD Numbers:

Los Angeles (213) 897-2840

Sacramento (916) 324-1678

COMPLAINT PROCEDURE

An employer should take immediate and appropriate action when he/she knows, or should have known, that sexual harassment has occurred. An employer must take effective action to stop any further harassment and to ameliorate any effects of the harassment. To those ends, the employer's policy should include provisions to:

- Fully inform complainant of his/her rights and any obligations to secure those rights.
- Fully and effectively investigate. It must be immediate, thorough, objective and complete. All those with information on the matter should be interviewed. A determination must be made and the results communicated to the complainant, to the alleged harasser, and, as appropriate, to all others directly concerned.
- If proven, there must be prompt and effective remedial action. First, appropriate action must be taken against the harasser and communicated to the complainant. Second, steps must be taken to prevent any further harassment. Third, appropriate action must be taken to remedy the complainant's loss, if any.

TRAINING OF ALL INDIVIDUALS IN THE WORKPLACE

All employees must receive from their employers a copy of pamphlet #DFEH-185 or an equivalent document.

All employees should be made aware of the seriousness of violations of the sexual harassment policy. Supervisory personnel should be educated about their specific responsibilities. Rank and file employees should be cautioned against using peer pressure to discourage harassment victims from using the internal grievance procedure.

HATE CRIME POLICIES AND PROCEDURES

HATE CRIME REPORTING

The Governing Board prohibits unlawful harassment of or by any student, which includes hate motivated acts. Teachers are to discuss this policy with their students in age appropriate ways and should assure them that they need not endure any form of harassment. Any student who engages in the harassment of anyone in or from the District is subject to disciplinary action up to and including expulsion. Any employee who permits or engages in harassment may be subject to disciplinary action up to and including dismissal. The Board expects students and staff to immediately report incidents of harassment to the principal or other administrator. Any student who feels that she/he is being harassed should immediately contact the principal or designee or another district administrator in order to obtain a copy of AR1312.3—Uniform Complaint Procedure. Complaints of harassment can be filed in accordance with these procedures.

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

The principal or designee shall take appropriate actions to reinforce the district's harassment policy. These actions may include, but are not limited to:

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

Hate-Motivated Behavior

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a better understanding of the civil rights and social responsibilities of people in our society. Hate motivated behavior includes, but is not limited to, statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, or religious beliefs and/or actions that are based on such statements. Hate motivated behavior shall not be tolerated.

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.1 - Crime Data Reporting)

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6141.6 - Multicultural Education)

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

The superintendent or designee shall ensure that appropriate staff receives necessary training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

The district shall provide age-appropriate information to help promote understanding of and respect for human rights.

At the beginning of each school year, students and staff shall receive a copy of the districts policy on hate-motivated behavior.

Legal reference:

EDUCATION CODE

201 Educational Equity

Policy
adopted: 8/27/03

WILLIAM S. HART UNION HIGH SCHOOL DISTRICT
Santa Clarita, California



Dear Students and Parents;

The Hart District Governing Board promotes harmonious relationships that enable students to gain a better understanding of the civil rights and social responsibilities of people in our society. Many of the Board's policies on harassment and discrimination are based on this principle.

This document attempts to bring together policies adopted by the Hart District governing Board dealing with harassment of students on the basis of ethnic identification, religion, gender, sexual orientation, color, race, ancestry, national origin or physical or mental disability. It also covers the appropriate action that should be taken when a student encounters such harassment, and the penalties for committing harassment.

Hart District Governing Board

Policies:

The Board expects students to make effective use of learning opportunities by demonstrating regular attendance, appropriate conduct and respect for others. The Board is fully committed to providing equal educational opportunities and keeping the schools free from discriminatory practices. The Board will not tolerate intimidation or harassment of any student for any reason.

BP 5000

Governing Board policy on Hate-Motivated Behavior specifically affirms the right of every student to be protected from hate-motivated behavior. Hate motivated behavior includes statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes or religious beliefs and/or actions based on such statements. *Hate motivated behavior will not be tolerated.*

BP 5145.9

The District's policy on a Comprehensive Safety Plan requires each school to adopt a plan which creates a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management and conflict resolution.

AR 0450

District programs and activities shall be free from discrimination, including harassment, with respect to ethnic group, religion, sex, gender, color, race, national origin and physical or mental disability. The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

BP 5145.3

District employees are expected to carry out their responsibilities free from discriminatory statements or conduct. Teachers will cooperate with other certificated staff in enforcing general school rules and helping students to understand the benefits of choosing behaviors that show respect for other people and property. Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color or sex.

BP 4030, BP 5131, BP 5144

Hazing is prohibited by Governing Board policy. Hazing includes either engaging in or conspiring with others to engage in harassing acts that injure, degrade or disgrace other individuals.

EC 32051

Students are expected to refrain from profane, vulgar abusive language. Students who violate these rules may be subject to discipline, suspension, exclusion, expulsion or transfer to alternative programs.

BPS131

Complaint Procedures:

Any student who feels that he/she is a victim hate-motivated behavior should immediately report the situation to the principal or other designated administrator. If the student feels that the situation is not being resolved by the administrator, the District's Uniform Complaint Procedure offers specific channels to take the complaint to a higher level.

BP 5145.9, BP 1312.3(a)

Any student who feels that he/she is being harassed should immediately contact the principal or designated administrator. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint can be filed in accordance with administrative regulations. The superintendent or designee shall determine which complaint procedure is appropriate.

BP 5145.3

Complaints alleging unlawful discrimination may be filed by a person who believes that he or she has personally suffered unlawful discrimination or by a person who believes that an individual of any specific class of individuals has been subjected to unlawful discrimination. The complaint must be filed within six months, and sets in motion a five-step procedure that includes an attempt at mediation, investigation of the complaint, a District response, and final written decision. There are specific timeframes established for each step, and rights of appeal within 15 days of the final decision.

AR 1312.3

The schedule of actions possible with an infraction of regulations is:

- 1) Conference regarding violation and a warning
- 2) In-school probation or suspension
- 3) Parent-teacher conference
- 4) Parent-administrator conference
- 5) Detention
- 6) Withhold grades, diploma and transcripts
- 7) Suspension and/or Saturday Opportunity Class
- 8) Arrest
- 9) Transfer to another school
- 10) Transfer to another specialized program or continuation school
- 11) Expulsion from the district

E 5144(a)

It is grounds for suspension or expulsion to cause, attempt to cause, or even threaten to cause physical injury to another person or willfully use force or violence upon another person, except in self-defense. It is also grounds for suspension or expulsion to harass, threaten or intimidate a student who is a complaining witness or witness in a school disciplinary proceeding to prevent that student from being a witness. Retaliating against a student for being a witness is also grounds for suspension or expulsion. Students who cause, attempt to cause, threaten or participate in an act of hate violence (as defined in Education Code 33032.5) are also subject to suspension or expulsion.

AR 5144.1

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

BP 5145.3

District employees who permit or engage in discrimination or harassment may be subject to disciplinary action up to and including dismissal.

BP 4030

This document presents an abbreviated summary of Hart District policies relating to discrimination and harassment. Full Board Policies (BP), Administrative Regulations (AR) and Education Code (E) documents are available for review at the District Office.

WILLIAM S. HART UNION HIGH SCHOOL DISTRICT

HATE CRIME REPORTING FORM

☐ Reported to LASD

☐ Classified as “Hate Crime” (by LASD)

Date: _____

Report #: _____

Officer Name: _____

LOCATION OF INCIDENT: _____

DATE OF INCIDENT: _____ TIME: _____ (am/pm)

MOTIVATING FACTORS (as reported by LACSD)					
☐ Disability	☐ Gender	☐ Ethnicity/Nationality	☐ Race/Color	☐ Sexual Orientation	☐ Other

DESCRIPTION OF INCIDENT BY: _____

TITLE: _____

BULLYING, CYBER-BULLYING, AND CYBER-CRIME

Bullying, Cyber-Bullying, Cyber-Crime

The passage of AB9 and AB1156 on October 9, 2011, requires school districts to adopt policies prohibiting bullying and requires that bullying victims be given priority for interdistrict transfers. According to these new laws, bullying is defined as severe or pervasive physical or verbal acts or conduct, including communications made in writing or by means of an electronic act, that has the effect of or can reasonably be predicted to have the effect of:

- a) placing a reasonable pupil in fear of harm to his or her person or property;
- b) causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health;
- c) causing a reasonable pupil to experience substantial interference with his or her academic performance; or
- d) causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

There are many forms of bullying: physical, psychological, emotional, sexual, cyber, etc. Acts of bullying may include pushing, punching, tripping, name-calling, rejecting, terrorizing, extorting, humiliating, sexual harassment, sexual assault, electronically communicating insults/threats, etc.

Under AB9, school personnel who witness such acts must take immediate steps to intervene, when safe to do so. Further, AB1156 requires that student bullying victims be given priority for interdistrict transfers under existing interdistrict attendance agreements. The Board expects students and staff to immediately report incidents of bullying to the principal or other administrator. Any student who feels that she/he is a victim of bullying should immediately contact the principal or designee or another district administrator.

Dress Code

- Clothing should be clean, modest, safe and not disruptive.
- Clothing and symbols that represent obscene, illegal or gang-related statements are unacceptable.
- Bare midriffs (front or back), strapless and other immodest tops are not permitted.
- Underwear, including boxer shorts and undershirts, may not be exposed.
- Wallet chains and any jewelry with points or spikes are prohibited.
- Shoes are required at all times.
- Hairnets, wave-caps, “doo-rags”, bandanas, or any other clothing that may be construed as gang-related is unacceptable.
- Shorts or skirts shorter than mid-thigh are prohibited.
- The administration retains the authority to ban specific clothing if the need arises to maintain school safety.

Safe Ingress and Egress

At every entrance to Canyon High School signs are posted instructing all non-Canyon High School personnel to report to the administration office prior to accessing the school campus. In the administration office, these people must sign in at the receptionist's counter, receive an administrator's approval to access the campus, and receive a visitor's pass. All visitors must wear the pass so employees easily see it. The visitor pass is good only for that day. Campus supervisors and administrators are always present to address individuals on campus without a guest pass and direct those individuals to the administration office.

Students are held accountable for their behavior on their way to school, while they attend school or a school activity, and on their way home from school. To insure everyone's safety, campus supervisors are stationed around the school property to address any unsafe, irresponsible, and/or inappropriate behavior. Students are supervised as they access the school property as well as when they exit the campus.

Parking at Canyon High School is insufficient for the number of employees, students, helping volunteers, and visitors. Students are allowed to purchase parking permits and park their vehicle in the staff/student parking lot. Students who do not purchase parking permits park their vehicles in the community on city property. All parking areas have regulatory signs posted stating the speed limit, the requirements to use the parking area, the California vehicle codes that govern behavior in the parking areas, and the consequences for any violation of those codes. Campus Supervisors are posted in the staff/student parking lot. The administration, Campus Supervisors and the School Resource Officer supervise the parking areas and assist with any problems in the parking areas.

Safe and Orderly Environment

Canyon High School

Safe Schools Committee

Canyon High School's Safe School Action Plan 2012-2013



Goal #1:

All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.



Goal #2:

All students and staff members are provided a safe teaching and learning environment.

Goal 1: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

The School's Physical Environment (The physical setting and condition of the school)



Objective 1: Canyon High School shall have visible law enforcement, staff and parental presence.

Objective 2: Students attending Canyon High School will have strategies in place on how to respond when they feel threatened or in need of assistance.

Objective 1: Canyon High School shall have visible law enforcement, staff and parental presence.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
1. Canyon High School's administration will encourage local law enforcement, staff members, and parents to be visible at times students are en route to and from school.	Sheriff's Dept.; CHP; Staff ; Parents	Visible presence	Site Administration; Sheriff's Dept.; CHP	8/11	On-Going
2. Canyon High School shall conduct regular meetings and include invitations to local law enforcement, community agencies and district officials.	Site Administration; PAC	Minutes of Meetings	Site Administration; PAC Officers	"	"
3. Canyon High School shall implement board policies and procedures to secure the school site during school hours.	Board Policies; Campus Security; SAO Sheriff's Dept.	Daily monitoring	Site Administration; Plant Manager; District Maintenance Staff	"	"
4. Canyon High School shall work closely with local law enforcement and district administration in responding to potential community threats to the safety of students, staff and parents.	Sheriff's Dept.; Fire Dept.; District Administration;	Evaluation of Individual Situations Responses	Site Administration; SAO Sheriff's Dept.	"	"

Objective 2: Students attending Canyon High School will have strategies in place on how to respond when they feel threatened or in need of assistance.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
1. Canyon High School's administration will provide strategies to all staff members and a portion of a school day will be used to teach the strategies to the students.	Site Administration; Counselors; Character Counts; Viking Code of Conduct; SSA	Strategies Taught SSA reports	School Staff SSA/FGFs	8/11	On-Going
2. Canyon High School's staff will place in the school's newsletter an article on how to respond to a threat and will ask each parent to discuss the article with their children.	Site Administration; Counselors; Facilitator	Newsletter Article	Site Administration; Counselors	"	Bi-annual
3. All students at Canyon High School will identify an adult staff member that they can talk to and share any potential problems or situations that could escalate into a real conflict.	Faculty; Staff; Site Administration; Counselors; Career Paths; The Movement; Yes I Can Program	Annual Evaluation	Site employees	"	On-Going

4. Canyon High School's staff will work with students and will engage assistance from other school administrations, and/or local law enforcement agencies for conflicts involving non-Saugus High School personnel.	Other schools' administration; SAO Sheriff's Dept.	Record of loitering incidents	Site Administration; SAO Sheriff's Dept.	8/11	"
5. A survey will be distributed to Canyon High School students to solicit their opinions about what is needed to make the school safer for them and that will help them learn.	Committee survey instrument	Distribution and results of survey	Administration; Safe School Committee	5/12	6/12

Goal #2: All students and staff members are provided a safe teaching and learning environment.

The School's Physical Environment (The physical setting and condition of the school)



Objective 1: Canyon High School has effective strategies to intervene at earliest possible point when students exhibit anti-social behavior.

Objective 2: Canyon High School sets a standard for adults and students to interact with each other in a caring, supportive manner.

Canyon High School's Safe Schools' Action Plan 2012-2013

Goal #2: All students and staff members are provided a safe teaching and learning environment.

Objective 1: Canyon High School has effective strategies to intervene at earliest possible point when students exhibit anti-social behavior.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
1. Canyon High School shall provide to parents/guardians information of agencies that can provide counseling services.	Current Resource Listing	Completed directory	Counselors; ASB	8/11	On-Going
2. Canyon High School shall provide to staff identified effective research-based strategies that address anti-social behavior in grades 9-12.	Research; SSA; Conference Material	Completed Material; Documentation	Site Administration; Counselors	"	"
3. Canyon High School shall encourage staff to attend workshops/conferences on identifying academic risk factors and applying effective strategies in dealing with anti-social behavior in schools.	LACOE; SSA/FGFs; Anger Management Training/Referrals	Staff attending workshops	Site Administration; Staff	"	"
4. Canyon High School's staff shall work with parents in identifying maladaptive behaviors and developing strategies to address these behaviors.	"	Number of Parent Conferences; SAO Referrals	"	"	"
5. Canyon High School shall hold regularly scheduled "Student Study Team (SST) Meetings." Students with maladaptive behaviors shall be placed on the agenda. The team shall include a psychologist, administrator, teacher(s), and a counselor. (A member of the Special Education Department, the student, and parent will be encouraged to attend.)	PL94-142; AB1250; CDE Code Part 30 Sections 56000 to 59300	SST Agendas and Minutes	Site Administration; Counselors; School Psychologist	"	On-going
6. Canyon High School shall identify students who display gang association, gang membership or are involved in any gang activity.	COBRA Sheriff's Dept.; SAO Sheriff's Dept.; Probation Dept.	Individual Identifications	Site Administration; COBRA and SAO Deputies	"	"
7. Canyon High School's staff shall contact the counselor or the school psychologist when it is reported to a staff member that a student has discussed the possibility of suicide.	Counselor Dept.; School Psychologist; Mental Health Dept.	Individual Referrals	Staff	"	"

Objective 2: Canyon High School sets a standard for adults and students to interact with each other in a caring, supportive manner.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
1. Canyon High School shall develop strategies to encourage parents/guardians to become proactively involved in the education of their children.	District sponsored parenting classes; School Newsletter; PAC Meetings	Strategies Implemented	Site Administration; Faculty; Counselor Dept.; PAC	2/11	On-Going
2. Canyon High School shall encourage parents to volunteer for school-related activities.	PAC; Booster Clubs; Parent Volunteer List	Extent of Parent Involvement and Volunteers	Site Administration and Staff; PAC Officers	"	"
3. Canyon High School shall encourage all parents to participate on Parent Advisory Council, its subcommittees, the School Site Council, site Advisory Committees, and the District Advisory Committees.	Superintendent; School Site Council; Site Administration; PAC	Amount of Parent Participation	District/Site Administration; PAC; Site Council	"	"
4. Canyon High School teachers and counselors shall notify parents/guardians immediately when a student begins to exhibit academic or social problems.	SHS Faculty, Counselors, and Administration	ADS records; SST minutes; Faculty logs; SASI Documentation	Faculty; Counselors; Administrators	"	"
5. Canyon High School shall provide to students, staff, and parents skills to solve problems and resolve conflicts.	LACOE; Certified Mediators; Local Marriage/ Family Counseling centers	Documentation of participation in available services	Site Administration and Counselors	"	"
6. Canyon High School's staff shall promptly return phone calls to parents, students and community leaders.	Existing communications system	Record of registered complaints	Faculty; Staff; Counselors; site Administrators	"	"
7. Canyon High School shall hold annual events that bring students, parents and staff members together in a positive environment.	Parent Nights; Assemblies	B-T-S; Open House; Assemblies	Site Administration; Site Council	"	Annual Review

School Site Discipline

Canyon High School

Behavior Standards

Behavior	Consequences
Disrupting class by: Talking, rudeness, misbehavior, disrespect, inappropriate language, defiance, food, gum, drinks in class, personal grooming in class or profanity	At teacher's discretion: Detention, class suspension, referral to Assistant Principal
Skateboard, rollerblades, scooters	These items are not allowed on campus at anytime
Boundaries (students must stay out of specific areas during brunch & lunch. The areas are the fire lanes, football/soccer/baseball/softball fields, tennis courts, both gyms and both locker rooms)	Detention, Saturday School or possible suspension
Inappropriate use of electronic devices	On the first offense, the teacher will handle as a classroom disruption. On the second offense the student and the device will be taken to the Assistant Principal's office. On the third offense, parents/guardians must reclaim the article from the Assistant Principal
Truancy	Saturday School and/or citation from Sheriff
Missed Saturday School	One day in-school or out-of-school suspension
Missed Detention	Saturday School
Tobacco (Possession or Use)	Referral to Assistant Principal, Saturday School, and/or suspension, and/or citation from Sheriff
Assault, defiance of authority, discrimination, disruption of school, extortion, fighting, harassment, hate crime, hazing, robbery, sexual harassment/assault, theft, vandalism	Referral to Assistant Principal, possible suspension, possible arrest and/or expulsion
Possession, use or sale of controlled substances	Five (5) day suspension, arrest and possible expulsion or intra-district transfer
Threat against school official, school property or both	Five (5) day suspension, arrest and possible expulsion or intra-district transfer
Possession or use of weapon or dangerous object	Five (5) day suspension, arrest and possible expulsion or intra-district transfer

Disaster Procedures

CANYON HIGH SCHOOL

EMERGENCY INTERVENTION ACTION PLAN

PURPOSE: To respond to physical, psychological and emotional need manifested as a result of an emergency, e.g., a death, serious accident, suicide, earthquake, a weapon and/or deadly force being used on campus, chemical seepage, etc.

PROCEDURES: *When an emergency incident occurs, take immediate action: report the incident and any action taken to the Emergency Crisis Team (ECT) Leader, who will assemble the ECT, make an assessment of the situation, take any further action deemed appropriate, and report the incident to the district office.*

CRISIS TEAM MEMBERS

		<u>Extension</u>
Team Leader	Mike Kuhlman, Principal	139
Team Members	Zaid Bakoo, Asst. Principal	123
	Jason d'Autremont, Ass. Principal	121
	Andy Keyne, Asst. Principal	125
	Sherry R. Martinez, Asst. Principal	111
	Maggie Parra, Deputy	222
	Jibri Hodge, Counselor	143
	Olva LaValle, Counselor	553
	Shari Smith, Counselor	140
	Ina Trapani, Counselor	551
	Kim Goller, Counselor	147
	Helaina Taylor, School Psychologist	431
	Matt Domino, Head Custodian	580
	Peggy Bleiler, Office Manager	102

DISASTER CHAIN OF COMMAND

Mike Kuhlman	Incident Commander	Helania Taylor	Psychologist
Zaid Bakoo	Operations Officer	Roslyn Denny	Dpt. Chair
Sherry R. Martinez	Planning/Intelligence Officer	Chris Jackson	Dpt. Chair
Andy Keyne	Logistics Officer	John Albert	Dpt. Chair
Jason d'Autremont	Information officer	Joe Stasen	Dpt. Chair
Mike Motherspaw	ASB Director	Jill Butle	Dpt. Chair
Jibri Hodge	Head Counselor	Mary Krumrich	Dpt. Chair
Kim Goller	Counselor	Desi Kovacs	Dpt. Chair
Olga Lavalle	Counselor	Maria Cooper	Dpt. Chair
Ross Pollack	Counselor	Gina Lewis	Dpt. Chair
Shari Smith	Counselor	Susan Hart	Dpt. Chair
Ina Trapani	Counselor	Matt Domino	Plant Manager

CRISIS MANAGEMENT PLAN CRISIS TEAM

Crisis Team Coordinator: Mike Kuhlman
Assistant Crisis Team Coordinator: Sherry Rickenbach Martinez
Psychologist: Helaina Taylor
Information Officer: Jason d'Autremont
ELL Coordinator: Casey Cuny
Canyon TV Liaison: Phil Scorza
Security Officers: Deputy Freeman
Security Team Lead: Curt Kingsbury/Leonard Williams
Facilities Officer: Matt Domino
Logistics Officer: Andy Keyne
Secretary Liaison: Peggy Bleiler
Counselor Coordinator: Jibri Hodge
Teacher Liaisons: Mary Krumrich
Student Liaisons: Mike Motherspaw/ASB students
Nurse/Health Aide: Rebecca Cheever

GENERAL GOALS WHEN A CRISIS OCCURS

1. Secure accurate information on the crisis.
2. Plan a preliminary course of action.
3. Convene the Crisis Team in the Coordinator's office prior to a general staff meeting.
4. Execute individual duties of the Crisis Team (as previously assigned; see below).

Role of the Crisis Team Coordinator

1. Obtain factual information of incident from source, and/or immediate verification of death or incident facts from Sheriff's Department.
2. Call **911** if needed
3. Notify district superintendent: situation, status, actions taken and recommended, e.g., evacuation of buildings, early release of students, assistance with media, etc.
4. Notify school's Crisis Team members.
5. Set and conduct staff meeting times. If crisis happens after hours, two mandatory staff meetings should be held prior to beginning of period 1 and period 2 of the new school day, and a third meeting for after 9:30 A.M., for later arriving staff. Notify staff via Crisis Telephone Tree. Information included in message: What happened? Who? When? Where? Current Status? Staff meeting times?
6. Meet with Crisis Team Members in Coordinator's Office.
7. Collaborate with Information Officer to put into action the planned news media control procedures.
8. If news is received during the school day of a death, arrange immediate escort home of deceased person's siblings and other family members if needed.
9. Designate individual(s) to contact or meet with families directly related to the crisis.
10. Conduct mandatory staff debriefing meeting at the conclusion of each workday.
11. Maintain school day as best as possible.

Role of Security Officer

1. Attend Crisis Team Meeting in Coordinator's Office.
2. If authorized by the Crisis Team Coordinator, give the appropriate building emergency response as per the Crisis Management Plan.
3. Assist the Crisis Team Coordinator as needed.
4. Assume the role of the Crisis Team Coordinator in his/her absence.

Role of Information Officer

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Immediately following the Crisis Team meeting, disseminate the current, **factual** information to all staff.
3. Activate Crisis Telephone Tree, if directed by the Team Coordinator.
4. Coordinate with Principal regarding communication to press.
5. Prepare script for answering inquiries and a written news release (provide Principal's Secretary with a copy of the script).
6. Keep receptionist informed of what information may be shared as calls come in about the incident.
7. Coordinate with ELL Coordinator the establishment of office phone extensions to be designated as phone lines for non-English speaking callers to have questions answered.
8. Control/limit access to all other written material.
9. Designate and communicate grounds access parameters for news media to minimize disruption to school activities.
10. Notify Security Officers as to what the parameters are for news media.

Role of Security Officer

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Notify/coordinate security staff.
3. Be the liaison to Sheriff's Department, Fire Department, and EMTs.
4. Communicate press parameters to Campus Security.

Role of Facilities Officer

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Provide blueprints and maps of school campus to Emergency Personnel (i.e. police, fire department, SWAT, etc).
3. Provide access keys.
4. Coordinate with Security Officers and Custodial/Grounds Crews.

Role of the Secretary

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Information Disseminator: Secure all information and assist the Information Officer with the preparation of drafts for press release, principal's usage, and to parents.
3. Phone neighboring schools that may be affected by the crisis.
4. Supervise all outside phone calls inquiring about information on the crisis (use script prepared by Information Officer to address the inquiries).
5. Notify office staff of general information and updates; respond factually to staff inquiries.
6. Facilitate communication amongst office, classified personnel.

Role of the Psychologist

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Coordinate with Mental Health stations for students and staff Counselor Coordinator.
3. Debrief with the Crisis Team and general staff.
4. Debrief with Counselors and Administrators.

Role of Counselor Coordinator

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Coordinate with secretary in charge of substitutes and list absentee staff.
3. Direct Counselors to complete pre-assigned tasks as follows:
 - A Person: Pull schedules of students involved.
 - B Person: Placeholder for victim(s) (the Placeholder is the person who follows the victim's schedule to assist others in dealing with the loss).
 - C Person: Contact all outside agencies located on counseling contact sheet.
 - D Person: Coordinate with the psychologist the establishment of Mental Health stations on campus (i.e. conference rooms and library).
 - E Person: Available for individual contact with students and staff in need.

*Note: As individual jobs are completed, all counselors should be available to man the Mental Health stations.

Role of Teacher Liaisons

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Initially assist in preparation at the beginning of a crisis.
3. Assist in information management.
4. Coordinate informing students with Student Liaison.
5. Assist Secretary in disseminating information.
6. General assistance

Role of Student Liaisons

1. Attend Crisis Team Meeting in Coordinator's Office
2. Coordinate with Crisis Team Coordinator and Information Officer what information and how that information will be disseminated to students.
3. Assist in maintaining a calm atmosphere at school.
4. Maintain communications with the Crisis Team Coordinator to stay updated with any changes in the status of the situation and to keep the Coordinator informed of student activity.

Nurse/Health Aide

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Assess initial medical needs and supplies/activate First Aid Team as needed.
3. Communicate/contact support that may be needed from Administrative Center nursing staff.
4. Carry out regular duties as per Disaster Plan.

Canyon High School

EVACUATION PROCEDURES

The school maps that should be displayed currently in every room describe:

1. Egress routes to the designated Assembly Area (back athletic fields)
2. Classroom locations within the Assembly Area.

Teachers should escort their students to the designated Assembly Area assigned to their classroom whenever evacuation is necessary. It is important that teachers take their roll books and the Emergency Plan folder with them to the Assembly Area. Attendance is always taken immediately upon arriving at your location in the Assembly Area.

Teachers must be prepared to report missing students to the Accountability Team soon after they reach the assembly area. Only those students who were present prior to the evacuation and are no longer present should be reported.

Most practice evacuations will be signaled audibly by bells and visually by blinking strobe lights (in equipped areas).

1. Repeating bells and strobe lights FIRE, EARTHQUAKE
(For an earthquake drill, “**This is an earthquake simulation exercise,**” will be announced over the public announcement system prior to and during the alarm sounding.)
2. Announced over the public announcement system with instructions to be followed explicitly
. . . . BOMB THREAT, HAZARDOUS MATERIALS, etc.
3. PA Announcement ALL CLEAR - return to classrooms

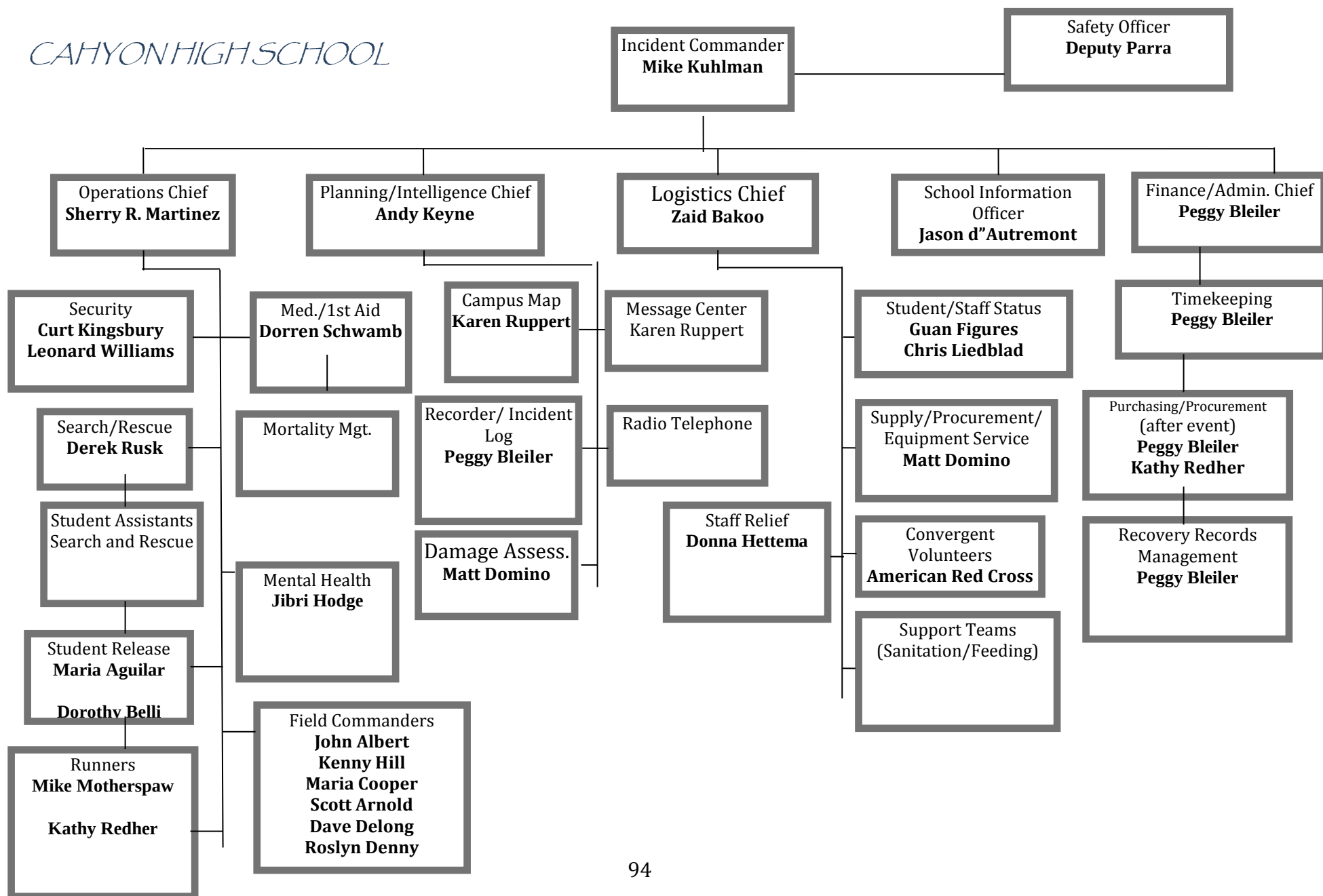
When an alarm goes off before school, brunch, lunch or after school: Faculty, must report to their period 4 Assembly Area locations and students are to report to their period 4 class in the assembly area. Be sure to inform all of your classes each semester of this and where you will be located in the Assembly Area.

When an incident occurs during a student’s open period, s/he is to report immediately to the Command Post at the outdoor basketball courts and report in to the accountability personnel. They will then be assigned to the Command Post resource pool.

In the event that power is lost to the school and bells are not available: Teachers should exercise conservative judgment and evacuate if they believe an emergency condition exists in their classroom. Regarding earthquakes, the quakes and aftershocks can differ in their impact on classrooms and equipment within classrooms. **If you feel that students could be in danger, then please evacuate your classroom.**

SEMS DISASTER FLOWCHART

CAHYON HIGH SCHOOL



Canyon High School

SEMS EMERGENCY TEAMS

(Standardized Emergency Management System)

Our basic emergency plan has notification of the Emergency Crisis Team (ECT) as the first step in every emergency situation that is **not** considered a disaster. The attached telephone tree has been developed to speed that notification process in the event the crisis occurs during non-school hours. Whenever a disaster occurs, the ECT will meet at the earliest possible time to determine the appropriate course of action. The actions will vary with different types of disasters. Once the action to be taken has been determined, the appropriate team coordinators will begin to mobilize their groups into action. *If the designated Coordinator is not available, the Assistant Coordinator will assume those responsibilities.*

CRISIS ASSESSMENT TEAM

Mike Kuhlman – Coordinator
Sherry R. Martinez – Assistant Coordinator

COMMAND POST MGT. TEAM

Mike Kuhlman– Incident Commander
Sherry R. Martinez - Operations Section Chief
Andy Keyne– Intelligence Section Chief
Zaid Bakoo– Logistics Section Chief
Jason d"Autremont– Information Officer
Peggy Bleiler– Finance Section Chief

FIRST AID TEAM

Rebecca Cheever – Coordinator
Pam King– Assistant Coordinator

MENTAL HEALTH TEAM

Jibri Hodge – Head Counselor
Helaina Taylor - Psychologist
Kim Goller
Olga Lavalle
Ross Pollack
Shari Smith
Ina Trapani
Christy Underwood
DIS Counselors
Psych./DIS Interns

COMMUNICATIONS TEAM

Jason d"Autremont – Coordinator
Seth Hopkinson – Technology Coordinator
Karen Rupprt – Message Center

SECURITY TEAM

Curt Kingsbury – Lead Campus Supervisor
Leonard Williams - Lead Campus Supervisor
Deputy Devin Freeman

SEARCH/RESCUE/FIRE TEAM

- Coordinator
Derek Rusk
Rich Gutierrez

SEARCH/RESEARCH STUDENTS

Field Commanders

Albert/Hill
Cooper/Arnold, S.
DeLong, D./Denny

STUDENT REQUEST GATE

Maria Aguilar – Co-Coordinator
Doroth Belli – Co- Coordinator
Cecilian Calderon – Interpreter (Spanish)
Kathy Reid

STUDENT REUNION GATE

Valentina Santos
Kelly Seidenkranz
Kathi Kulesz

STUDENT RUNNER TEAM

Mike Motherspaw – Coordinator
Kathy Redher – Assistant Coordinator
ASB students

STAFF RELIEF/RESOURCE POOL TEAM

Lori Hermalin – Coordinator

FOOD AND WATER DISBURSEMENT

Joe Stasen– Coordinator
Dory Arnold– Student Store Manager

MORTALITY MANAGEMENT TEAM

Zaid Bakoo– Coordinator

SAFETY/DAMAGE ASSESSMENT TEAM

Matt Domino – Coordinator
All Custodians and Maintenance staff

INCIDENT COMMAND SYSTEM SEMS RESPONSE TEAM ORGANIZATIONAL STRUCTURE

In compliance with California statute, the Wm. S. Hart Union High School District (Hart District) uses the Standardized Emergency Management System (SEMS) in its emergency plans and procedures. All Hart District disaster plans will be based on the Incident Command System-a nationwide standard and a component of SEMS.

The Incident Command System (ICS) is an expandable system that has proven to be workable for many disasters, from small emergencies to large disasters. Every complex job needs to be organized, and emergency management is no exception.

MAJOR CONCEPTS/COMPONENTS

Every emergency, no matter how large or small, requires that certain tasks be performed. Every incident will need a person in charge, called the **Incident Commander—Mike Kuhlman**

Span of Control - no one person should be in charge of more than 7 people (the optimum number is 5). [**Note:** this does not apply to Student Supervision.]

Common terminology

- All teachers and staff in the schools/district should use the same words to refer to the same situation.
- This terminology should be known before a disaster.
- This is one of the most important reasons to use ICS. If and when the fire department or other responding agencies come on campus, they'll interface better with the school district's command structure if similar jobs are described with similar wording.

HOW ICS FUNCTIONS IN THE HART DISTRICT

- * **All sites (schools/district) use ICS as a basis for their organizational structure.** The District EOC Plan contains detailed response and management procedures for all personnel at the school district administrative center and support sites (Warehouse, Maintenance, Transportation).
- * **One person in charge**-Incident Commander (IC) at the schools and District EOC Commander at the District level. This top-level person works closely with the Command Staff [Safety Officer and Information/Liaison Officer (or PIO/Liaison Officer at District)] and the General Staff (the Section Chiefs).

* A **Section Chief** oversees and coordinates the activities of each of the five ICS Sections:
Operations Planning/Intelligence Logistics Finance/Administration School Information Officer

R. Martinez Keyne Bakoo Bleiler d"Autremont

A clearly defined **chain of command** is in place in advance of any emergency and is supported by appropriate training.

ICS POSITIONS

Incident Commander (IC) – Mike Kuhlman: an emergency requires constant management from the Command Post (CP). This means the IC doesn't leave the Command Post without delegating someone to take over. The IC will constantly:

- Assess the situation.
- Know what resources are available.
- Determine a strategy for implementing the plan to handle the incident.
- Monitor how well (or poorly) the plan is working.
- Adjust the plan to meet the realities of the situation.
- Make sure that the response is being fully documented-for legal and financial reasons.
- If appropriate to the situation-no other qualified person is available-act as Safety Officer to make sure that the safety of students and staff and others on the site is the highest priority.

The Incident Commander (IC) is to coordinate all response activities through the Section Chiefs. The IC is to "stand back and keep hands off." His/her role is "managing" from the Command Post.

School Information Officer & Liaison -: this position is located directly under the Incident Commander. According to the Hart District disaster plan, only the District PIO is authorized to speak for the District. Schools and other district sites should refer media inquiries to the District PIO. If there is a situation when an immediate response from the school is required and the District PIO/Liaison is not accessible, the site administrator should prepare a statement to be given by the site Information/Liaison person. In either case, no one other than the designated District PIO/Liaison or School Information/Liaison should talk to the media.

As appropriate to the scope of the disaster, this person serves as Liaison Officer the point of contact for assisting and cooperating agency representatives (fire, law enforcement, Red Cross, etc.)

Operations Section - includes all the emergency response jobs. These are the "DOERS".

- Security
- Search & Rescue
- Safety/Damage Assessment
- Medical/First Aid
- Student Supervision

- Student Release

ICS Positions, cont.

Planning/Intelligence Section - keeps track of resources available or needed, assesses the situation, anticipates changing situations and needs, documents the response, and manages the large site map at the Command Post. These are the "*THINKERS*".

- Campus Map (plotting map)
- Recorder/Incident Log
- Message Center
- Radio/Telephone Communication Team
- Runners

Logistics Section - this has to do with how things get done (the person power, personnel/student resources, supplies, and equipment). These are the "*GETTERS*".

- Student/Staff Status
- Supply/Procurement/Equipment/Services
- Convergent Volunteers
- Support Teams

Finance/Administration Section - includes timekeeping of response workers during the disaster response and recovery phases, buying things and keeping comprehensive financial records, maintaining/managing all recovery records. These are the "*RECORDERS and PAYERS*".

- Timekeeping
- Purchasing/Procurement
- Recovery Records Management

COMMAND POST (CP)

Location – Outdoor Basketball Courts: It is best to locate the CP so that the full Emergency Assembly Area is in view, while maintaining adequate separation from students, medical treatment area and Student Request and Release Gate(s). Also, it should be set up in close proximity to the outside disaster supply storage container. Have alternate locations in mind, including off-campus evacuation site(s). Identify Command Post location with a blue flag and sign, so that it is visible to staff and emergency responders.

Continued next page
Command Post, cont.

Responsibilities

- Institute Incident Command System (ICS)
- Assess type and scope of emergency
- Determine threat to human life and structures
- Determine need for site evacuation and take appropriate action

Positions Stationed at CP

Incident Commander

Recorder/Incident Log

Message Center

Radio/Telephone Communication

Student/Staff Status

Campus Map

Equipment/Supplies

Tables (2) & chairs (as needed)
Job description clipboards
Staff Roster and Class Lists
Accountability Reports
Disaster plan
Bullhorn
Incident logs
Pens, markers, tape, stapler & staples, paper clips, 3-hole punch, extra batteries, etc.

Master Keys
Site Status Report - EOC Message Form
District 2-way radio
Campus 2-way radios
AM/FM battery operated radio
Campus map
Blue flag and sign

Ancillary Teams - These positions are located immediately adjacent to the CP so that they can be quickly accessed (second table is for this group):

- Supply/Procurement/Equipment/Services
- Information/Liaison
- Section Chiefs
- Runners
- Convergent Volunteers
- Unassigned Personnel: all teachers in their prep period at onset of disaster, all office and classroom classified personnel
- Search & Rescue
- Timekeeping

INCIDENT COMMANDER – Mike Kuhlman

Duties:

1. Observe and direct all operations.
2. Coordinate all response actions with the appropriate Section Chiefs.
3. Assign all disaster personnel or reassign as injuries or absences dictate.
4. Communicate situation status to the District on a regular basis by phone, two-way radio, written status reports-as appropriate.
5. Serve as Safety Officer if other qualified top-level site administrator has other assignment.
6. Provide for the health and safety of students and personnel as the first priority of disaster response.
7. Remain calm. Lead by example; your behavior sets tone for staff and students.

Location:

Command Post

Training:

1. All available disaster management training offered by the District or emergency management agencies.
2. Damage Assessment-Post-Earthquake Damage Evaluation for California Schools (The purpose of this training program is to enable school administrators, facility managers, and custodians to assess the damages to their buildings and decide whether the structures are safe to reoccupy.)
3. The principal and an alternate school administrator should be trained in shelter management.

Equipment:

1. Bullhorn with batteries
2. Current list of staff assignments to disaster teams
3. Emergency Procedures Manual
4. Site Status Report-EOC Message Forms (Form-12)
5. Decision/Action log
6. Pen, pencil, note pad, clipboard, paper clips
7. Job description clipboard
8. Mortality Management Guidelines (FEMA Multi-hazard Safety Program for Schools)-Get from Medical/First Aid Team

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA) and check in with department. Proceed to the disaster storage area to form Command Post teams and get supplies. Brief Section Chiefs, PIO/Liaison and Safety Officer.

1. Verify that Emergency Assembly Area is still safe

2. Establish location of Command Post.
3. Direct opening of disaster container and Command Post setup.
4. Obtain personal equipment.
5. Assess type and scope of disaster.
6. Assign all disaster personnel or reassign as injuries or absences dictate. Maintain an updated duty roster, with date and times indicated. (Maintain all duty rosters as legal documents, to be given to the Finance/Administration Section Chief.)

Incident Commander, cont.

7. Provide for immediate set up of Student Release Team (particularly Request Gate) so that they will be available to deal with parents as quickly as possible.
(Do not authorize the release of students until completion of student accounting.)
8. With Operations Section Chief, determine threat to personnel and structures.
9. With Operations Section Chief, determine need for evacuation and take appropriate action.
10. With Section Chiefs, determine which disaster teams need to be activated (i.e., Security to close campus, dispatch Search & Rescue teams, etc.)
11. Have Operations Chief direct the setup of a sanitation area remote from Emergency Assembly Area
12. Monitor that all actions taken are documented with time line.
13. Using the Site Status Report-EOC Message Forms (Form-12), notify Asst. Superintendent, Administrative Services or, if operational, the District Emergency Operations Center (EOC) of disaster and keep updated on a regular basis, including:
 - a) Number of students injured and extent of injuries. DO NOT TRANSMIT THE NAMES OF CRITICALLY INJURED OR DEAD OVER THE TWO-WAY RADIOS. These names will have to be hand delivered to the District EOC when time and circumstances permit.
 - b) Type and extent of damage to buildings and grounds (i.e., utilities, roofs, ceilings, etc.)
 - c) Actions being taken by disaster teams and list of any actions being performed by outside agencies on campus.
 - d) Assistance requested from District.
 - e) Establish time of next update.
14. Provide for periodic reports of confirmed information to students and staff.
15. Refer requests for assistance to appropriate Section Chiefs, including list and last known location of missing personnel to search teams.
16. After student accounting is complete, authorize Operations Chief to direct Student Release Team to begin releasing students according to established procedures.
17. Assess total school situation:
 - View campus map periodically for Search & Rescue progress and damage assessment information.
 - Check with Section Chiefs for periodic updates
 - Approve all information before release by Information/Liaison Officer to parents or general public. (When unusual situations occur and it is impossible or impractical to direct media inquiries to the District Public Information Officer, you should clear all information with the District PIO prior to its release.)
18. Direct Information/Liaison Officer to coordinate with all off-campus organizations, including press on scene, Red Cross personnel on scene, police and fire personnel on scene.
19. Maintain IC log of decisions/actions taken during disaster.

20. Utilize your backup; plan and take regular breaks: 5-10 minutes every hour, relocate away from the CP.
21. Plan regular breaks for all staff and volunteers.
22. When the situation warrants it, release staff according to predetermined priority list established by school site.
23. Remain on and in charge of your campus until redirected or released by the District Superintendent.

CHECK IN AND CHECK OUT WITH TIMEKEEPING SAFETY OFFICER

(Deputy Devin Freeman—alternate assigned by Incident Commander)

Duties:

1. Monitor and assess hazardous and unsafe situations and develop measures for assuring personnel and student safety.
2. Correct unsafe acts or conditions through the regular line of authority, i.e., report it to Incident Commander and appropriate Section Chief for resolution.
3. When immediate action is required, Safety Officer has emergency authority to instantly stop or prevent unsafe acts.

Assignment:

Principal or other top-level site administrator, if available (not assigned elsewhere)

Location:

Immediately adjacent to Command Post

Training:

1. Damage assessment
2. Experience on School Safety Committee

Equipment:

Pencils/Pens	Pencil Sharpener (small/hand held)
Stapler/Staples	Transparent Tape
Paper Clips	Scissors, marking pens
Note pad/Clipboard	Warning Tape
Rubber Bands	Access to warning cones or barricades
Masking Tape	Safety Officer Name Badge
Identification Vest	Activities Log
Mortality Management Guidelines (FEMA Multi-hazard Safety Program for Schools)-Get from Medical/First Aid Team	

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department. When released, proceed to the disaster storage area to form Command Post team and get supplies. Incident Commander will brief you and direct you to work location.

1. Set up at a table immediately adjacent to the Command Post.
2. Wear Safety Officer identification badge. (Kept in supply box.)

3. Review with Incident Commander the location and physical set-up of all response teams. Identify any hazards. Correct any safety issues if possible or declare the area/situation (out-of-bounds) and rope off with warning tape or post sign(s).
4. Maintain awareness of active and developing situations relative to the safety and health of students and staff/volunteer disaster workers at the school site.
5. Closely monitor the shift assignments (duty roster), paying strict attention to enforcing timely breaks and hours of assignment.

CHECK IN AND CHECK OUT WITH TIMEKEEPING SCHOOL INFORMATION OFFICER/LIAISON

(d"Autremont)

Duties:

1. Distribute information authorized by Incident Commander to parents and community.
2. Serve as liaison to outside agencies (fire, law enforcement, Red Cross, etc.) by providing them assistance in coming onto campus safely and assisting them with any services they might need.

Location:

Immediately adjacent to Command Post

Training:

Familiarity with District Policies and disaster plan

Equipment:

Pencils/Pens	Pencil Sharpener (small/hand held)
Stapler/Staples/Paper Clips	Transparent Tape
Masking Tape	Scissors
Note pad	Clipboard
Rubber Bands	PIO Name Badge
Initial Statement to Parents	

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

When released, proceed to the disaster storage area to form Command Post team and get supplies. Incident Commander will brief you and direct you to work location.

1. Set up at Command Post.
2. Wear PIO identification badge. (Kept in supply box.)
3. Review with Incident Commander (Principal) the INITIAL STATEMENT (attached) for appropriateness and issue to Student Release Team at their station at the request gate(s). In addition, if the telephones are operational and it is safe to reenter the building, issue the INITIAL STATEMENT to the Telephone/ Communications Team who will have someone stationed in the school office.

4. Refer all media to the District Public Information Officer. You are not authorized to speak for the District.
5. As appropriate to the scope of the disaster situation, serve as Liaison Officer-the point of contact for assisting and coordinating agency representatives (fire, law enforcement, Red Cross, etc.). Maintain activities log.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

INITIAL STATEMENT TO PRESS/PUBLIC

Superintendent Robert Challenor is in the command post and is involved in managing the emergency operations to assist the schools. All information will be issued through Rob Gapper or _____, the Public Information Officers at the District Administrative Center.

SECTION CHIEFS

(Assistant Principals, Principal's Administrative Assistant)

Duties:

1. With Incident Commander, assess type and scope of disaster.
2. With Incident Commander, develop action plan to respond to disaster situation(s).
3. Direct and Coordinate the response actions of the Section units within their areas of responsibility.
4. As appropriate to the Section, make sure that all responders have proper safety equipment and are wearing appropriate shoes.
5. Assist the Incident Commander with the set up of the Command Post and ancillary position (immediately adjacent to Command Post).
 - Open storage container
 - Set up blue flag and sign at Command Post

Assignment:

1. Staff members with specialized skills/knowledge as appropriate to the Section responsibilities
2. Staff members with leadership ability

Location:

Immediately adjacent to Command Post

Training:

1. Annual in service training on disaster management as provided by the site administrator, as well as training provided by the District
2. Familiarity with District disaster plan and site specifics
3. Familiarity with response team procedures for all Section units within their areas of responsibility
4. As appropriate to area of responsibility: light urban search & rescue, fire suppression, first aid, damage assessment, use of 2-way radio

Equipment:

1. Current list of staff assignments to disaster teams
2. Procedures for all Section units within their areas of responsibility
3. Current list of teacher classroom assignments
4. Job description clipboard
5. Current inventory of all disaster equipment and their location

6. Staff Resources Survey (compilation of skill proficiencies, i.e., first aid, CPR, outdoor cooking, survival techniques, etc.
7. Inventory of special personal equipment that might be available to you at school site 4-wheel drive vehicle, van, motorcycle, winch, tow equipment, HAM or CB radio, cellular phone

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department. When released, proceed to the disaster storage area to form Command Post team and get supplies. Section Chiefs will brief teams and direct them to work locations.

Section Chiefs, cont.

1. Operations Chief –

- Assess situation with Incident Commander.
- Brief Operations Section unit team leaders.
- Activate and supervise Operations Section units.
- Determine need and request additional resources from Incident Commander.
- Continue to communicate situation status to the Incident Commander.
- Continue to evaluate situation needs: expand/reduce the number of Operations Section units and/or responders.
- Notify Logistics Chief of persons no longer needed and sent to the Resource Pool (near the Command Post).
- Maintain log of actions during disaster.
- Be familiar with the Mortality Management Guidelines (FEMA Multi-hazard Safety Program for Schools)-Get from Medical/First Aid Team

2. Planning/Intelligence Chief –

- Assess situation with Incident Commander.
- Brief Planning/Intelligence Section unit team leaders.
- Activate and supervise Planning/Intelligence Section units.
- Determine need and request additional resources from Incident Commander.
- Continue to communicate situation status to the Incident Commander
- Evaluate situation needs expand/reduce number of Planning/Intelligence Section units and/or responders.
- Notify Logistics Chief of persons no longer needed and sent to the Resource Pool (near the Command Post).
- Maintain log of actions during disaster.

3. Logistics Chief –

- Assess situation with Incident Commander.
- Brief Logistics Section unit team leaders.
- Activate and supervise Logistics Section units.
- Determine need and request additional resources from Incident Commander.
- Continue to evaluate situation needs: expand/reduce the number of Logistics Section units and/or responders.
- Send persons no longer needed to the Resource Pool (near the Command Post).
- Continually monitor the available persons in the Resource Pool (staff members and convergent volunteers).
- Continue to communicate situation status to the Incident Commander

4. Finance/Administration –

- Assess situation with Incident Commander.
- With Incident Commander, determine Section units to activate.
- Brief Finance/Administration Section unit team leaders.
- Activate and supervise Finance/Administration Section units.
- Determine need and request additional resources from Incident Commander.
- Continue to evaluate situation needs and expand or reduce the number of Finance/Administration Section units and/or responders.
- Notify Logistics Chief of persons no longer needed and sent to the Resource Pool (near the Command Post).
- Continue to communicate situation status to the Incident Commander.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SECURITY TEAM

(Deputy Freeman, Curt Kingsbury, Leonard Williams, Campus Supervisors)

Duties:

Secure campus and control traffic to prevent unauthorized entry into or exit from school--lock all gates.

Assignment:

Personnel trained in duties listed above. (Bilingual person if appropriate to population)

Location:

1. Critical campus entrances/exits as predetermined in site specifics
2. Critical area(s) as directed by Operations Chief

Training:

Must know all access points to campus and know how to secure them.

Equipment:

1. Complete set of campus keys
2. Tools required to shut off utilities and Site Specifics for turning off utilities
3. Signs directing persons to locations of student request/release point
4. Supplies to mount signs
5. Supplies/equipment to secure open areas (i.e., ropes, barricades, etc.)
6. Flashlights, mini first aid kit
7. Disaster Team Report Form
8. Campus 2-way radio
9. Team identification vests/arm bands (get from Logistics Officer in Command Post)

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations,

1. If needed:
 - a. Shut off gas main (only if you can smell gas leak)
 - b. Shut off electricity
 - c. Shut off water
2. If needed, double check location of student request/release point with Command Post.
3. Lock all outside access gates or doors.
4. Station personnel as needed to refer people to the student request/ release point.
5. Mount signs at campus access point(s) to direct parents to student request/release point.
6. Report problems or status to Operations Chief.
7. Report to Operations Chief after items 1-6 are completed, for reassignment. (Personnel assigned to securing entrances/exits and directing people to student request/release point should continue in this assignment for duration of emergency situation.)

CHECK IN AND CHECK OUT WITH TIMEKEEPING
SEARCH & RESCUE TEAM/FIRE TEAM
(Mary Krumrich and Derek Rusk- Operations Section)

Duties:

1. Search all facilities for injured or trapped personnel to ensure complete evacuation.
2. Perform fire suppression on small fires. (School fire extinguishers are not capable of putting out large fires. The only time they would be used in a large fire is to assist with evacuation.)
3. Perform life-saving first aid when needed.
4. DO NOT ENTER UNSAFE BUILDINGS OR LOCATIONS.
5. DO NOT REMOVE DEAD BODIES.

Assignment:

Personnel trained and physically capable to perform light rescue

Location:

Near the Command Post and/or Storage Container so that the tools are readily accessible following aftershocks or subsequent disaster occurrences.

Training:

1. Standard First Aid
2. CPR
3. Fire Extinguisher Usage - Fire Department or fire extinguisher service company can supply
4. Urban light search and rescue is recommended.

Equipment:

1. Fire extinguishers (used only for small fire suppression or to assist evacuation)
2. First aid kit and stretcher or body board
3. Flashlight and extra batteries
4. Ax, crowbar, pry bar
5. Campus 2-way radio (get from Command Post)
6. Leather gloves
7. Hard hats/goggles/respirators
8. Sturdy shoes
9. Blanket
10. Disaster Team Report Form, paper, and pencils/pens
11. Detailed map of site marked with predetermined search routes
12. Master Keys
13. Chalk, grease pencil, masking tape for marking doors
14. Duct tape
15. Mortality Management Guidelines (FEMA Multi-hazard Safety Program for Schools)-Get from Medical First Aid Team

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their

classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Search & Rescue Team/Fire Team, cont.

1. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.
2. Get list of known injured and damage reports from Operations Chief at Command Post.
3. Working in pairs and with a member of the Safety/Damage Assessment Team, search (inspect) all classrooms/offices/work areas in predetermined pattern.
4. Carefully explore each room visually, vocally, and physically; that is, look, call out and listen for replies, and actively search through any rubble.
5. Upon discovery of an injured person, one member of the team should remain with the person and another member should summon aid.
6. Upon discovery of a dead person, leave the body in place. Cover with a plastic tarp, if necessary. If the disaster is an earthquake, most likely dead persons will be trapped under rubble and there will be no need to relocate to the morgue area. Notify the Operations Chief and Incident Command and follow the Mortality Guidelines. Mark the location on the Search & Rescue route map and mark the actual location so that it can be readily located. Barricade the area.

Exceptions to relocating the remains to the morgue area are as follows:

- The disaster is so severe that a timely response by the coroner and/or law enforcement personnel is precluded.
 - It is necessitated by search and rescue work; the health, safety and psychological well being of persons forced to remain at their work location due to the severity of the disaster.
 - The remains are in a public area or otherwise exposed to public view.
7. Use chalk or grease pencil to mark slash on door when entering room. Close slash to form "X" on door when leaving room. Mark a "C" for "clear" on your map. If Campus 2-way radios are available, report by radio to Command Post that room has been cleared. If 2-way radio is not available, continue with the search and report in person to the Command Post as soon as you are able or give information to a Runner if one is available to you.
 8. Perform light rescue, fire suppression, and life-saving first aid techniques as needed. Summon Medical/First Aid Team and additional help as needed.
 9. Note general damage to structures. Upon completion of search, report areas where structural damage is observed for a more detailed assessment.
 10. Report to Operations Chief on Disaster Team Report Form.
 11. Upon completion of duties, report to Operations Chief for reassignment to Security Team or Safety/Damage Assessment Team.
 12. Reactivate Search & Rescue Team following aftershocks.

Student Assistants:

Two students capable of lifting the dead weight of a full grown adult are to be attached to each search and rescue squad deployed. The S/R coordinator is responsible to insure that the student assistants receive on the spot training for the proper procedures of moving the injured victims prior to deployment.

NOTE: Search & Rescue Teams should not be delayed by any particular victim or problem, but should have other personnel take charge as soon as possible so that they can continue their search of entire grounds. It is recommended that a member of the Medical/First Team be readily available to Search & Rescue.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SAFETY/DAMAGE ASSESSMENT TEAM

(Matt Dominoe Maintenance Custodian, Custodians, Groundsmen - Operations Section)

Duties:

1. Inspect status of all utilities and take necessary precautions to prevent fires, explosion, injury, damage, or water loss.
2. Document the nature and extent of damage to facilities.
3. Determine if buildings can be reentered.
4. DO NOT ENTER UNSAFE BUILDINGS OR LOCATIONS.

Assignment:

Teaching personnel, other staff as assigned (could include aides and custodians)

Location:

Near the Command Post and/or Storage Container so that they are readily available following aftershocks or subsequent disaster occurrences.

Training:

1. Must know when, how, and where to shut off utilities.
2. Urban light search & rescue
3. Damage Assessment-Post-Earthquake Damage Evaluation for California Schools (The purpose of this training program is to enable you to assess the damages to their buildings and decide whether the structures are safe to reoccupy.)

Equipment:

- Note pad and pencil and Safety/Damage Assessment Survey
- School map with key points indicated
- Flashlight and extra batteries
- Hard-hat and Sturdy shoes
- Warning tape and signs; access to warning cones and barricades
- Campus 2-way radio
- Team I.D. vests/arm bands
- Camera and film

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. If possible, a member of the Safety/Damage Assessment Team will accompany each Search & Rescue Team so that no unsafe area will be entered. Another approach would be to keep in contact with Search & Rescue via Campus 2-way radio and set up central reporting point to fully debrief Search & Rescue Teams (probably with Operations Chief and Incident Commander).
2. Debrief Search & Rescue Teams, using Safety/Damage Assessment Survey.
3. Go first to areas most susceptible to damage.
4. When the initial emergency responses have been put into effect, then a more detailed safety/damage assessment can be made. Record all damage to buildings, including ability to reoccupy, utility status, damage to contents, etc.
5. Document with photographs or videotape, if possible.
6. Upon completion of duties, report to Operations Chief for reassignment.
7. Following each aftershock, reassemble team and, using Safety/Damage Assessment Survey, reassess damage and report to Operations Chief and Incident Commander.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

MEDICAL/FIRST AID TEAM

(Rebecca Cheever and other assigned personnel)

Duties:

1. Triage (evaluates and sorts all victims suffering injuries)
2. Establish first aid treatment area.
3. Provide emergency first aid.
4. Document all first aid treatment administered.
5. Follow recommended mortality management guidelines (FEMA Multihazard Safety Program for Schools)

Assignment:

1. Health Assistant (school nurse, if available)
2. Trained school personnel, including one person for record keeping
3. Member of school crisis team or school counselor or other person trained in psychological first aid

Location:

To be determined by Incident Commander and Operations Chief

Training:

1. Standard First Aid
2. Cardiopulmonary Resuscitation (CPR)
3. Triage [Simple Triage and Rapid Transport (S.T.A.R.T.) available through trained District personnel or possibly local hospitals]
4. Crisis/Stress Intervention

Equipment:

1. Major trauma supplies in designated kit, triage tags
2. Stretchers/body boards
3. Blankets, cots, tarps & support poles
4. Flashlight and extra batteries
5. Campus 2-way radio (get from Command Post)
6. First Aid Treatment Memo, Confidential Health List, emergency cards (if not with Student Release Team) clipboards, pens/pencils, Disaster Team Report, treatment log
7. Job description clipboard
8. Table/Chairs
9. Student and staff medication from health office
10. Ground cover/plastic sheeting
11. Quick reference medical guides
12. Mortality Management Guidelines (FEMA Multi-hazard Safety Program for Schools)
13. Mortality Supplies: tags, pens, pencils, plastic trash bags/body bags, duct tape, plastic tamps, stapler, 2" cloth tape

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and

Medical/First Aid Team cont.

check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

With Incident Commander and Operations Chief, establish first aid treatment area. The area needs to be protected and shaded, away from the view of others for psychological reasons, close to ambulance access, and, if possible, not too close but within a reasonable distance of the Command Post. The sheriff and fire departments need to be informed as to proposed location (and actual location during incident).

1. Using S.T.A.R.T. system and triage tags, sort patients as to immediate, delayed, ambulatory, or deceased.
2. Command Post should be continually updated on injury status (names of students/staff and severity of injuries).
3. In conjunction with Operations Chief and Incident Commander, determine availability of emergency medical services (as responders to the scene or hospital capability). "Is someone coming here?" "Do we take them there?" "How do we take them?"
4. Medical/First Aid Team Record keeper fills out First Aid Treatment Memo as to major injuries, if transported and where, etc. These are updated throughout disaster. One copy is sent with paramedics and other copy is kept on file at school. In addition, all treatment should be noted on a treatment log.
5. Treat immediate category patients and prepare for transport if that is a possibility
6. When outside disaster responders arrive, they must be fully briefed as to injury status.
7. Establish a separate area for students and staff psychological first aid/crisis intervention.

8. Establish a morgue area if needed.
 - a. Major concerns are identification and preservation of the body and documentation as to the cause of death. (See Mortality Management Guidelines)
 - b. In most instances of death, the body will be under rubble and should be left in place until the coroner or other authorized responder comes on the scene. Follow the guidelines regarding date, time, location, identity, and other pertinent information/circumstances. Most likely, the only bodies that will be in a morgue area will be persons who died while at the Medical/First Aid station.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

MENTAL HEALTH TEAM

(Counselors, School Psychologist, Speech Therapist, and assigned personnel)

Duties:

Coordinate, administer, and document the counseling and care of individuals identified as being incapacitated and/or dysfunctional due their reaction to the stress or experiencing trauma as a result of being a victim of a disaster.

Assignment:

1. School counselors and personnel trained in the art of helping, therapy, or personnel assigned by the Incident Commander who are known for being effective, empathic listeners.
2. Responsible student counselors

Location:

Command Post/Emergency Operations Center

Training:

Familiarity with site specifics procedures of the particular disaster incident

Equipment:

1. Counseling forms to document condition of the victim, services rendered, and victim's response to care
2. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
3. Any other equipment specified in the Site Specifics for the particular disaster
2. Job description clipboard

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with Team Coordinator. Proceed to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Establish a location to which personnel identified as being emotionally upset may be escorted and given attention by team members.
2. Organize team members to receive and document personnel in need, diagnose needs, and coordinate personnel being serviced.
3. Maintain documentation of all personal information of all personnel receiving services, their initial condition, the services rendered, any follow up services, and disposition.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

Mortality Management Guidelines

(FEMA Multi-hazard Safety Program for Schools)

Personnel: assigned by Incident Commander and Operations Chief

Responsibilities after pronouncement or determination of death:

Do not remove any personal effects from the body. Personal effects must remain with the body ***at all times***.

Attach tag to body with the following information:

- Date and time found
- Exact location where found
- Name of decedent, if known
- If identified-how, when, by whom
- Name of person filling out tag.

Place body in plastic bag(s) and tape securely to prevent unwrapping, or, if available, place body in body bag and secure to prevent unwrapping.

Securely attach a second tag with the same information as above to the outside of the bag.

Place any additional personal belongings found in a separate container and label as above. Do not attach to the body-store separately.

Only if body must be removed from site of death, move the properly tagged body with its personal effects to the designated morgue area.

Consider:

- Tile, concrete or other cool floor surface (cover flooring with plastic to protect the surface)
- Accessibility for vehicles
- Remote from Emergency Assembly Area
- ***Do not*** use school refrigerators or freezers (**They can never be used for food storage again if they have been used to hold dead bodies.**)

As soon as possible, notify the police of the location and, if known, the identity of the body. They will notify the coroner.

Keep accurate records and make available to police/coroner when requested. Keep unauthorized persons out of morgue.

COMMUNICATIONS

(d"Autremont, Receptionist and assigned personnel)

Duties:

Coordinate and document all communications within and outside of the school during and after a disaster.

Assignment:

1. School personnel assigned by the Incident Commander
2. Responsible students (student runners)

Location:

Command Post/Emergency Operations Center

Training:

Familiarity with site specifics procedures of the particular disaster incident

Equipment:

1. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
2. Communications log(s)
3. Any other equipment specified in the Site Specifics for the particular disaster
4. Job description clipboard

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and send an Accountability Report to Command Post--remain with students until relieved. Other school personnel report to the EAA and check in with Team Coordinator. Proceed, when relieved, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Establish a system of internal and external communications under the directions of the Incident Commander
2. Document all communications from school, into school, and within school.
3. Appoint team members to other emergency teams in need of communications.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

STAFF RELIEF TEAM

(Lori Hermelin, assigned faculty)

Duties:

Coordinate and document the systematic relief of faculty and staff.

Assignment:

1. School personnel assigned by the Incident Commander
2. Responsible students (student runners)

Location:

Command Post/Emergency Operations Center

Training:

Familiarity with site specifics procedures of the particular disaster incident

Equipment:

1. Staff Relief forms, current room assignments and employee emergency records
2. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
3. "Instructions to Employees" signs/notices in English and other appropriate languages
4. Any other equipment specified in the Site Specifics for the particular disaster
5. Job description clipboard

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with Team Coordinator. Unless assigned to Student Supervision, proceed, when released, to the

disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Establish a system by which faculty/staff members may be relieved from supervising students to report to emergency team, or allowed to leave to go home and check on their families and notify Command Post.
2. Determine the need for staffing at school to properly supervise and care for students and staff on site.
3. Appoint a team member as liaison to the Student/Staff Status Team. This person will keep the Team Coordinator informed of personnel accountability, from which the Coordinator will determine staffing needs.
4. Direct departing staff members to return if staffing needs remain high. This will allow the person to return at a designated time and relieve another staff member.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

STUDENT REUNION GATE

(Maria Aguilar, Dorothy Belli, Cecilia Cabrana, Kathy Reid and assigned personnel)

Duties:

Document the release of students to responsible guardians or designated adults.

Assignment:

1. School personnel assigned by the Incident Commander, including bilingual personnel as appropriate
2. Responsible students (student runners)

Location:

Perimeter of school, away from view of the students, Medical/First Aid, and the Command Post

Training:

1. Student release procedures
2. Familiarity with site specifics procedures of the particular disaster incident

Equipment:

1. Student Release forms, current class rosters and emergency cards (optional)
2. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
3. "Instructions to Parents" signs/notices in English and other appropriate languages, Student Request/Release Gate(s) signs
4. Any other equipment specified in the Site Specifics for the particular disaster
5. Job description clipboard

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

[Note: These procedures are based on separate Request and Release Gates, but these functions can be combined at a single location. There will be less confusion if adults requesting students can be set away from those who have already filled out the forms.]

1. Establish parent communication/request point and student release point and notify Command Post.
2. Interview people requesting release of students and verify authorization with personal identification. Assist with the completion of the Student Release/Runner Form.
3. Direct the authorized parent/adult to student release gate to wait for student to be brought to them.
4. Direct requests via student runners to Student/Staff Status Team at Command Post, where student runners will be directed to class locations.
5. Student runners transfer the completed Student Release/Runner Form to the supervising teachers.

Student Release Team, Cont.

6. The teacher at the EAA signs the Student Release/Runner Form and the requested student proceeds to the Release Gate with the student runner.
7. The authorized parent/adult signs the Student Release/Runner Form and in doing so accepts responsibility for the student.
8. The completed and signed Student Release/Runner Form is then returned to the parent request point to be entered into the Student Release Log and to be filed alphabetically for future reference
9. Note on the Student Release Log the date, time and name of person releasing the student and to whom student is released and destination. Release students **only** to personnel on emergency cards.
10. If student is uninjured and is willing to go with the adult, the student may be released. If the student cannot be released to the person making the request, due to injury or other trauma, the teacher notes that fact on the Student Release/Runner Form and returns the form, via the runner, to the Team members at the Request Gate for notation in the Student Release Log.
11. Keep the completed Student Release/Runner Forms in alphabetical order. [If the Request and Release functions are at same location, the team should keep a separate file of the forms of students who have been reunited.]

12. Maintain updated list of students who have been released to parents or authorized persons.
13. Routinely, and as requested, provide lists of "released" students to the Student/Staff Status position at the Command Post.

NOTE:The Student Runners need to be aware of the special procedures for situations when a student has been injured or is missing. If a "requested" student is at the Medical/First Aid Station or is missing, the Student Runner will be directed to the Command Post. The Incident Commander and/or Operations Chief will take appropriate action-directing the PIO/Liaison or counselor to tactfully inform the parent of the situation and bring the parent to the Medical/First Aid Station or other appropriate location.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

CAMPUS MAP

(Valerie Nelson and Karen Ruppert))

Duties:

Mark site map appropriately as related reports are received.

Assignment:

Clerical staff or other staff member

Location:

Command Post

Training:

Familiarity with the school plant (facility)

Equipment:

1. Large site map (approx. 3'x4') **pre-marked** with the following and covered with plastic or Lucite:
 - every classroom, workroom, closet, storage area
 - utility shut-offs, fire extinguishers
 - underground water lines, power lines, underground petroleum lines, hazards immediately adjacent to campus (i.e., flood control channel, high tension power lines)
 - fence lines, gates and/or openings, walkways
 - room numbers or names, building numbers or names

2. Colored marking pens (washable) and eraser or wiping cloth
3. Job description clipboard

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. After site related reports are received at the Command Post and logged in by the person assigned to the position of Recorder/Incident Log, note the information on the campus map. (Recorder/Incident Log gives Campus Map site related reports.)
 - Mark a "C" for location cleared by Search & Rescue.
 - Mark all locations declared unsafe by Safety/Damage Assessment.
 - Mark any changes to Emergency Assembly Area class locations.
 - Mark all other information that provides a concise picture of the campus.
2. Return the site related reports to Recorder/Incident Log.
3. Keep Planning/Intelligence Chief updated of any situations of concern, i.e., no information re: a wing of classrooms.
4. Preserve map as legal document until photographed.

CHECK IN AND CHECK OUT WITH TIMEKEEPING**RECORDER/INCIDENT LOG**

(Peggy Bleiler and assigned personnel)

Duties:

Maintain time log of all actions/reports.

Assignment:

Office staff and/or other personnel as designated

Location:

Command Post

Training:

Experience with working under great pressure

Equipment:

1. Action/Reports Time Log (sample below)

2. Record keeping clipboard with job description and paper
3. File box or binder
4. Pens, pencil, stapler, paper clips, 3-hole punch, etc.

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Log in all reports coming into the Command Post
 - Record verbal communications for basic content.
 - Record content of all radio communication with District EOC
 - Log in all written reports
2. Give the information (actual written report or verbally) to the person assigned to the Campus Map position at the Command Post.
3. File all reports for reference (file box or binder) when the reports are returned from Campus Map.
4. Take frequent breaks as this is a very high pressured assignment.

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records. **They are legal documents!**

CHECK IN AND CHECK OUT WITH TIMEKEEPING

Sample Log

Date: November 4, 2004

9:50	Approximate time of quake
9:55	Custodian opened container
10:00	Set up command post; Becky Harrison in charge
10:00	Becky says Nurse Nightingale is off campus
10:00	Student accounting forms coming into Command Post
10:00	Teachers are reporting to manpower pool
10:02	Report of Carrie McIntosh trapped in computer lab
10:06	Water running out of boys room by room 3

10:10 Search & Rescue assembled; team #1 told about Carrie in computer lab
10:14 Search & Rescue #3 radio batteries dead
10:15 Broken glass and lights in room 10
10:16 Repairman on office roof prior to quake not seen since
10:17 Aftershock - no injuries reported - students are seated
10:18 All Search & Rescue teams check in OK
10:19 Room 20 front door jammed
10:20 Sarah Laws & Mary Hans (parent nurses) here to help
10:21 Becky places Sarah in charge of medical
10:22 Request backboard and 4 carriers to cafeteria
10:22 Nancy Powers assigned to stress counseling
10:23 Aftershock - Becky Harrison injured
10:24 All Search & Rescue teams check in OK
10:24 Command transferred to Laura Werner
10:25 District EOC on radio - we receive but cannot transmit
10:26 Natural gas leak below portable 16
10:27 Operations Chief directed to send someone to check gas leak (Joe S. is sent)
10:27 Student Release ready - Search & Rescue not finished
10:28 Major damage to cafeteria
10:28 Broken windows/lights - room 14
10:29 Burning smell - room 23
10:32 Michael Bums (District Maint.) is here - sent to help Joe S. with gas leak
10:33 Room 32 shaken off foundation
10:35 Police helicopter flies over
10:35 Gas leak stopped
10:35 John Forest climbed fence, took son Jeremy
10:36 Michelle Pauls (District Office staff) is here - assigned with Nancy Powers
10:38 Medical - reports total 9 minor injuries, 1 broken leg
10:42 All students accounted for - Student Release authorized to begin

MESSAGE CENTER

(Receptionist)

Duties:

Receive and transmit messages from and to the District EOC

Assignment:

Office staff and/or other personnel as designated

Location:

Command Post

Training:

1. Use of two-way radio
2. Two-way radio protocol

Equipment:

1. Portable two-way radio
2. Job description clip board
3. File box or binder
4. Pens, pencils, stapler, paper clips, 2-hole punch

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. At the direction of the Planning/Intelligence Chief or Incident Commander, the Message Center begins monitoring the District EOC over the District two-way radio. ("ScAn")
2. Do not initiate any messages, but wait for the District EOC Message Center to contact the school. The only exception is for life threatening situation messages that are top priority. The report is to be preceded with "**District EOC, this is West Ranch High School, this is a priority 1 message.**" After the District EOC acknowledges the school, complete the message transmission.
3. The District EOC will transmit a notification message advising you that they will ask for specific information and that the sites are to respond in a concise manner. (Channel 1)
4. The first round of site contacts will be for verification that two-way radio contact has been established. The District EOC will contact each school/site in alphabetical order
5. The second round of contacts will address preliminary damage and who, if someone other than the principal is the Incident Commander.
6. The District EOC Message Center will control the information flow. Provide information only as it is requested from the District. Their questions will be in the same order as the Site Status - EOC Message Form.

Continued next page

Message Center cont.

7. If contact cannot be established via the District two-way radio, advise the Planning/Intelligence Chief, who might consider the following options:
 - If school office is safe to reenter, the Radio/Telephone Communication Team can take and send _____ messages over the Essential Service phone line.
 - District vehicles that have two-way radios might already be on campus.
 - Relay the school's information to a nearby school via bicycle or runner.

- Cellular phone (if available) to one of the District's Essential Service phone lines
- 8. Only transmit messages to the District EOC that are written on the Site Status - EOC Message Form and authorized by the Incident Commander, either directly to you or via the Planning/Intelligence Chief.
- 9. Accurately write out messages from the District and give them to the person assigned to Recorder/Incident Log.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

RADIO/TELEPHONE COMMUNICATION TEAM

(Karen Ruppert and other assigned personnel)

Duties:

1. Log all incoming/outgoing phone calls (if and when phones are operational).
2. Monitor the battery-operated AM/FM radio and report information to Planning/Intelligence Chief and/or Incident Commander
3. Assist with relief of person assigned to Recorder/Incident Log position.

Assignment:

Office staff and/or other personnel as designated

Location:

Command Post

Training:

1. Familiarity with emergency AM/FM radio stations
2. Use of cellular radio

Equipment:

1. Keys
2. Battery-powered am/fm radio and extra batteries
3. Logs for recording messages
4. Pens, pencils, paper, paper clips, etc.
5. Job description clipboard
6. Hardhats

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Set up radio/telephone communications center at Command Post.
2. If the phones are working and it is safe to reenter the building, station one person at the Command Post and at least one other at the school office. If necessary, runners may be used to bring messages back and forth.)
3. Monitor emergency stations on am/fm battery-powered radio and log all relevant messages for Command Post.
4. At direction of Planning/Operations Chief or Incident Commander, contact police, fire, or medical responders by telephone (if operational).
5. Log all incoming and outgoing phone calls (if operational).
6. Keep the Command Post updated on all communications.

7. Keep the Planning/Intelligence Chief updated on all problems encountered in performing assignment.

NOTE: If necessary, cell phones can also be considered.

CHECK IN AND CHECK OUT WITH TIMEKEEPING COMMERCIAL RADIO/TV STATIONS

It is the intent of the City of Santa Clarita to issue public information announcements via local A.M. radio station - **KHTS - 1220 A.M.**

It is possible however, that local stations may be off the air immediately following an event and that distant AM stations will be the only source of information, initially. Scan the AM dial. FM stations are less capable of long distance broadcasting except in "skip" conditions, which are transitory in nature.

Los Angeles area AM radio stations include:

1220	KHTS	661-298-1220
640	KFI	818-559-2252
980	KFWB	323-900-2098
1070	KNX	323-900-2070

Note: Verify these stations call numbers at least once a year.

Last Verified January 2008

ASB RUNNERS

(Mike Motherspaw and Kathy Redhers)

Duties:

Carry messages/information from and to Command Post.

Assignment:

ASB Advisor and ASB students

Location:

Immediately adjacent to Command Post

Training:

Familiarity with site specifics procedures of the disaster incident plans

Equipment:

1. Job description clipboard and paper
2. Pen, pencil
3. Campus 2-way radio (if available)
4. Hardhat
5. Site map marked with predetermined Search & Rescue search routes and locations of First Aid Station, Student Release Gate(s), and classroom assignments at Emergency Assembly Area (EAA)

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. As directed by the Planning/Intelligence Chief carry messages/reports between the Command Post and the following teams:
 - Search & Rescue,
 - Safety/Damage Assessment
 - Student Request/Release Gates
 - Medical/First Aid
 - Support Teams

- Student Supervision (classes located in Emergency Assembly Area)
- 2. Monitor campus two-way radio
- 3. Accurately write out messages from the teams and verbally relate the messages to whomever they are directed and then to the Recorder/Incident Log position.

CHECK IN AND CHECK OUT WITH TIMEKEEPING STUDENT/STAFF STATUS

(Peggy Bleiler and other assigned personnel--Recording Team)

Duties:

Accounting for all students and staff on school site

Assignment:

Office staff or other school personnel as designated

Location:

Command Post

Training:

Familiarity with District disaster plan

Equipment:

1. Class lists
2. Staff roster
3. Job description clipboard and paper
4. Pens, pencils, paper clips, stapler, tape, etc.
5. File box/binder

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Receive Accountability Reports (Form-1)
2. Immediately report known missing persons and site damage to Incident Commander.
3. Report known missing persons and site damage to persons assigned to the Recorder/ Incident Log and Campus Map positions.

4. Check off student class lists and staff roster and report accounted students/staff to Incident Commander and Recorder/Incident Log position.
5. Prepare list of unaccounted for students and staff (and last known location) and give to Recorder/Incident Log and Campus Map positions.
6. File forms for reference
7. Compile list of students/staff at the Medical/First Aid Station.
8. Maintain an updated roster of persons in the Resource Pool (include assignments as appropriate).
9. Save and file all original notes, lists, and reports. These are considered legal documents.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SUPPLY/PROCUREMENT/EQUIPMENT/SERVICES

(Bleiler and Rehder)

Duties:

Provide materials and services in support of the disaster incident

Assignment:

Office staff or other school personnel as designated

Location:

Immediately adjacent to the Command Post

Training:

Familiarity with disaster and school supplies and equipment

Equipment:

Pencils/Pens	Pencil Sharpener (small/hand held)
Stapler/Staples	Transparent Tape
Paper Clips	Scissors
EOC Message Forms	Note pad
Clipboard	Rubber Bands
Function Identification Sign	"In" and "Out" Boxes (Trays)
Masking Tape	EOC team Communication Memo Forms
Administrative Resource List	Business-to-Business Phone Book
Emergency Purchase Orders	Receipt Book
Inventory of disaster supplies	Inventory of custodial supplies &
equipment	
Inventory of food stores and food preparation equipment on campus	

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel

assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. After shaking stops, report to Emergency Assembly Area and check in with department.
2. Proceed, when released, to the disaster storage area for team supplies and take supplies to the EOC to be used when needed
3. Ongoing - As needed and requested by the Logistics Chief, obtain all necessary supplies, equipment and services necessary to effectively carry out the response operations of the disaster.
 - Requests for heavy equipment (cranes, bulldozers, etc.) and sanitation needs beyond your capabilities are to be directed to the District EOC.
 - Food needs beyond your capabilities are to be directed to the District EOC.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

CONVERGENT VOLUNTEERS

(American Red Cross)

Duties:

1. Register and supervise convergent volunteers offering assistance.
2. Obtain convergent volunteers from available parents or community members converging on school campus.
3. Supervise Resource Pool, comprised of unassigned school personnel and registered convergent volunteers

Assignment:

School personnel as designated

Location:

Immediately adjacent to Command Post

Training:

1. Familiarity with school's Site Specifics and over all disaster plan
2. Familiarity with procedures for registering Disaster Service Workers

Equipment:

1. Job description clipboard and paper
2. Disaster Service Worker Registration form (Form-5)
3. File box/binder
4. Pens, pencils

5. Disposable name badges and black marking pen

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

1. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.
2. Check in all unassigned school or district personnel on campus.
3. Register all convergent volunteers and file forms.
4. Maintain a roster/log of all persons in the Resource Pool (unassigned staff and registered convergent volunteers)
 - Note date
 - Time checked in
 - Time released and assignment
 - Time returned to Resource Pool
 - Time left campus and destination (include means of transportation and with whom, if did not leave alone)
5. Provide a name badge for all persons in the Resource Pool. Indicate "Staff" or "Volunteer."
6. Release persons under your supervision directly to the Logistics Chief, who will "deliver" them to their assignment.
7. Keep Student/Staff Status updated.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SUPPORT TEAM

Duties:

1. Provide supplies, food, and sanitation services during the "coping" stage of the disaster.
2. It is anticipated that the Incident Commander will activate this team and/or Logistics Chief **after** the immediate response actions have been carried out by the other response teams.

Assignment:

1. Teaching, administrative, or custodial personnel
2. Augmented by unassigned staff and convergent volunteers

Location:

As determined by Logistics Chief and Incident Commander

Training:

Familiarity with location of all disaster supplies/equipment on campus and available through the District

Equipment:

1. Inventory lists - each site should create lists of designated disaster supplies, i.e., blankets, first aid supplies, water, wheelchair, cooking equipment, etc.
2. Job description clipboards
3. Carts for transporting supplies
4. Requisition forms or special disaster requisition forms, if available.
5. Disaster Team Report Form
6. Sanitation supplies (shovels, plastic bags/ties, toilet paper, signs, etc.)

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Support Team lead person should check disaster supply storage to evaluate survival status.
2. Move supplies to safe area if necessary or possible.
3. Issue supplies to disaster teams as requested by Logistics Chief.
4. Send requests for additional supplies to Logistics Chief.
5. Sanitation person should establish field latrines (male and female) as needed. If it is safe to reenter the building(s), it might be possible to use existing toilet facilities by lining the stools with plastic bags. (The set up and procedures should be established prior to disaster situation. so that they can be explained to staff and students.) Support personnel should be stationed at latrines to instruct students on usage.
6. Upon request of Logistics Chief, food lead person establishes schedule and method of food preparation, feeding and clean up.
7. Food lead person organizes and sets up field kitchen if needed for extended emergencies.
8. Report regularly to Logistics Chief on status or problems encountered in assignment(s), using Disaster Team Report Form or other appropriate means.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

TIMEKEEPING, PURCHASING/PROCUREMENT

RECOVERY RECORDS MANAGEMENT

(Peggy Bleiler)

Duties:

1. Check in and check out all personnel and convergent volunteers and track all disaster related work hours.
2. Obtain supplies and materials in the recovery phase.
3. Maintain all records of disaster (original notes, report forms, messages, student release records, medical/first aid records,

Assignment:

1. Office staff or other school personnel as designated
2. The major portion of the work of the Financial/Administration Section will take place during the recovery state of the disaster situation. Therefore, except for the person assigned to the Timekeeping position, persons assigned to Purchasing/Procurement (after the disaster) and Recovery Records Management can be assigned to other teams for the first day.

Training:

Familiarity with documentation of disaster claims and Workers Coup injury reports

Location:

1. During the disaster response stage, Timekeeping sets up immediately adjacent to Command Post.
2. Purchasing/Procurement and Recovery Records Management will operate out of their regular work areas or, if necessary, work areas designated by Finance/Administration Chief and Incident Commander.

Equipment:

Timekeeping

1. Roster of all school personnel
2. Pens, pencils, paper, paper clips, transparent tape, etc.
3. Job description clipboard and paper
4. Workers Coup forms and file box/binder
5. Check-in/Check-out sign

Purchasing/Procurement (after the disaster)

1. Purchase Orders
2. Administrative Resource List
3. Business-to-Business Phone Book
4. Receipt book

Recovery Records Management

1. Guidelines for recovery claims

- State and FEMA
 - District insurance companies
2. Any advisories issued by District regarding proper documentation of insurance claims.

Timekeeping/Records Mgt., cont.

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department,

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

Timekeeping

1. Set up at Command Post. (Set up Check-in/Check-out sign.)
2. Log in all school and district staff (get information from Student/Staff Status) and all registered convergent volunteers (get information from Student/Staff Status).
3. Process all Workers Comp injury reports.

Purchasing/Procurement (after disaster)

1. Develop preliminary plans to restore the business functions of the school.
2. Day Two and Ongoing - As needed, write purchase orders to secure supplies to begin clean up and repairs. Whenever possible, go through the District for heavy equipment (cranes, bulldozers, etc.) and sanitation needs beyond your capabilities.
3. Ongoing - Maintain a detailed "paper trail" of all damages, repairs, costs, expenditures, etc. Maintain detailed records of all disaster related purchases.

Recovery Records Management

1. Obtain all notes, rosters, logs, records, reports, etc. from Command Post, Student Release, Medical/First Aid, Safety/Damage Assessment, Convergent Volunteers, Supply/Procurement/Equipment/Services, Search & Rescue, Security, Timekeeping, as well as from Purchasing/Procurement (after disaster).
2. Whenever possible, arrange for photographs to be taken of damages **prior to repairs**. Be sure that the photos and negatives are kept in a safe place. [Note: It would be most helpful for documentation of disaster loss to have a video of the condition of school facilities taken prior to the disaster.]
3. Prepare all recovery claims [insurance companies; city, county, state, and federal agencies; American Red Cross (if District facilities were used as shelters)].

CHECK IN AND CHECK OUT WITH TIMEKEEPING

FIELD COMMANDERS

(Albert/Hill, Cooper/Arnold, S, DeLong/Deny)

Duties:

1. Send a message by runner to the command post requesting that you be relieved to perform Area Coordinator duties.
2. Check with every teacher in your area to insure that they have completed and submitted an Accountability Report to the Command Post.
3. Insure that all teachers in your area are supervising their students closely—not allowing the students to wander about.
4. Solicit needs from teachers in your area.
5. Establish communication with the Command Post via runner(s).
6. Coordinate addressing needs in your area with the Logistics Chief at the Command Post.
7. Every thirty (30) minutes, submit an update report on the status of your area to the Planning/Intelligence Chief at the Command Post and solicit an update from the Command Post to share with personnel in your area.

Assignment:

1. Communication link with Command Post/to area personnel
2. Area needs assessment

Location:

Determined by location in Assembly Area

Equipment:

1. Clipboard
2. Lined paper
3. Pens and pencils
4. Extra Accountability Report forms

Procedures:

After evacuation from the classroom and arriving in your Assembly Area, complete an Accountability Report form and send it with a runner to the Command Post. Along with the Accountability Report form, send with your runner a request to be relieved so you may carry out your duties as Area Coordinator. Once relieved of class supervision, begin circulating within your area, making contact with teachers. Insure that all teachers have properly completed and submitted an Accountability Report to the Command Post. Remind teachers to closely supervise their students—maintaining strict accountability of every student under their care. Ask

teachers if they or their students have any needs. Record everything they request by teacher name. Submit a composite list of needs by teacher name (if relevant) to the Logistics section at the Command Post via your runner. Ask your runner to solicit an update of the overall situation and decisions being made that directly affect personnel in your area. Communicate updates to the teachers in your area. Do this every thirty (30) minutes. Continue monitoring your area as explained above.

TEACHERS WITH CLASSES:

1. Lead students through proper drop drill if appropriate.
2. Ascertain the extent of any injuries. Tape the **RED** "HELP NEEDED" sheet on the outside of the door if any injured must be left in the classroom. Tape the **GREEN** "ALL CLEAR" sheet on the outside of the door if the classroom is clear.
3. Evacuate classroom in a calm, orderly manner.
4. Escort class to the assembly area (upper fields) and take roll call.
5. Complete an Accountability Report sheet for your class—designate a reliable student as your runner and send the report to the ICP (Bryan Wilson) with the runner--include students/staff needing mental health counseling.
6. Supervise and reassure your students throughout the emergency.
7. **Keep all of your students with you for student location/reunion purposes.**
8. Involve your students in activities that will keep them busy and maintain order.

TEACHERS WITHOUT CLASSES:

Immediately report to the Logistics Officer (Leyne) at the Command Post and assist as directed.

INSTRUCTIONAL ASSISTANTS:

Report to the Logistics Officer (Keyne) at the Command Post and assist as directed.

GENERAL RESPONSIBILITIES:

1. If a disaster were to strike during school hours, our primary responsibility is to ensure the safety and security of our students first, and each other second. We can expect student flight and panic to some degree, however, **most students will look to us for their safety and proper actions in a disaster**. As staff and professionals, we must set the example of calm and fight the “flight” urge.
2. Due to the fact that most of us have our own families and our concern for them will be great, once we have established control here, we will initiate a relief system. This system will allow certain employees to leave, unite with their loved ones, take care of things, and then return **(if requested)** to relieve others to do the same until all of our students have been united with their families.

INCIDENT: ALARMS SOUNDING

When an alarm goes off before school, brunch, lunch, or after school: faculty, must report to their Assembly Area locations and students are to report to their **period 4** teacher in the Assembly Area. Be sure to inform your period 4 students each semester of this and where you will be located in the Assembly Area.

INCIDENT: NO ALARMS SOUNDING

In the event that power is lost to the school and bells are not available: teachers should exercise conservative judgment and evacuate if they believe an emergency condition exists in their classroom. Regarding earthquakes: quakes and aftershocks can differ in their impact on classrooms and equipment within classrooms. **If you feel that students could be in danger by remaining in the classroom, then please evacuate your classroom.**

REMEMBER: IF A DISASTER SHOULD STRIKE BETWEEN CLASSES, STUDENTS ARE TO BE DIRECTED TO THE ASSEMBLY AREA (UPPER FIELDS) TO REPORT TO THEIR FOURTH PERIOD TEACHER.

PROTOCOL FOR SAFE-MODE

A **SAFE-MODE** situation exists when we need students in secured areas **as quickly as possible**. An armed intruder on campus, news of a potential drive-by shooting, a hazardous material (HAZMAT) threat, etc. could necessitate a **SAFE-MODE**. With some types of bomb threats, a **SAFE-MODE** may be safer than evacuating students onto the fields.

The signal for **SAFE-MODE** will be announced “in the open”—without code—over the public address (PA) system. Upon hearing the order to **SAFE-MODE**, teachers are to immediately insure that all of their students are accounted for and lock all doors leading into the classroom. If a teacher **has sent a student out of class** with a pass, the teacher is to lock all doors leading into the classroom as that student will remain under the supervision of whomever the teacher sent the student.

The teacher is to move all students away from windows and doors. Teachers are to position themselves between the students and the door that opens to the outside. Order all students to the floor under desks or available tables for cover. **DO NOT UNLOCK THE DOOR FOR ANY UNKNOWN PERSON WHO KNOCKS AND REQUESTS ENTRANCE.** Keep the students calm and quiet. **DO NOT UNLOCK THE DOOR(S) FOR ANY REASON UNTIL YOU HAVE BEEN NOTIFIED BY AN**

ADMINISTRATOR THAT ALL IS CLEAR. Updates and further instructions will be communicated openly over the PA system.

BEFORE SCHOOL, BRUNCH, LUNCH, OR AFTER SCHOOL instruct students to get into the nearest classroom. Employees are to do the same. Teachers are to accept any student who enters their room during a **SAFE-MODE** during a passing period. In these two scenarios, the employee in charge of a group of students is to write a list of students with them. The office will request these sheets immediately after the “ALL CLEAR” has been communicated.

DO NOT ACCESS YOUR TELEPHONE OR ALLOW ANYONE ELSE TO ACCESS YOUR TELEPHONE. LEAVE THE TELEPHONE LINE OPEN. The administration may communicate with specific classes at any given time during such a crisis. Instruct students **NOT** to use their cell phones during the crisis. That could cause an outsider to come to the school and become a victim. Teachers are to explain to their students that the Sheriff’s Station has been contacted and Sheriff’s Deputies are responding as you speak. Teachers will instruct their students to remain silent until an “ALL CLEAR” is given by the administration.

During the time when all doors are locked and people are being silent, the administration will be working with the Sheriff’s Deputies to eliminate the threat. Once the threat has been eliminated, the principal or his/her designee will use the PA system to announce “ALL IS CLEAR.” At that time, the principal or his/her designee will inform everyone of the threat and its disposition to insure that all are informed.

INCIDENT: BOMB THREAT

Bomb threats may come via different mediums, e.g., telephonic, written, email, etc. To effectively respond to any bomb threat, there are precautionary steps that need to be taken. They are:

- understand your school emergency plan,
- have pre-established notification procedures,
- know where to evacuate students if directed to evacuate,
- be familiar with the facilities—know what belongs and what doesn't belong.

After you are aware of a bomb threat, follow these steps:

- when it is determined to evacuate, do so immediately—DO NOT STOP FOR PERSONAL EFFECTS,
- treat ALL bomb threats seriously, regardless of how many times they occur,
- know what to do if news media shows up—DO NOT ANSWER QUESTIONS, REFER TO PRINCIPAL,
- do not evacuate people into a parking lot—a bomber may lure people outside during a hoax, into the blast zone of a bomb planted inside a vehicle or fixed object,
- stay clear of classroom windows if you hear an explosion,
- know the chain of command to direct actions,
- exercise your action plan.

Telephonic Bomb Threat Actions

- Keep the caller on the line as long as possible.
- **DO NOT HANG UP THE PHONE THAT THE CALL CAME IN ON!!**
- Use another telephone to contact the administration.
- Using the Bomb Threat Information Form, page 63, record what the caller said—every word is the goal. If possible, record the entire conversation. PAY PARTICULAR ATTENTION TO BACKGROUND NOISES, e.g., laughter, traffic, machinery, etc.
- Identify voice characteristics, accents, gender, age, etc.
- Get specifics on the bomb, i.e., location, detonation time, etc.
- Record the number the call was received on.
- Record the time, date, and duration of the call.
- Be available to law enforcement personnel for interviews.

Written Bomb Threat Actions

- Do NOT disturb or excessively handle the document/envelope.
- Report it to the administration.

Email Bomb Threat Actions

- Do NOT delete or disturb the email until law enforcement personnel have seen it.
- Report it to the administration.

If a Bomb is Found During a Security Check

- DO NOT TOUCH IT!!
- Do NOT disturb the surrounding area.
- Leave the room and report it to the administration immediately.
- Insure that people evacuating know a device was found and to stay clear of the affected area.

Suspicious Mail

- Do NOT shake or submerge the package or letter in water.
- DO NOT OPEN IT!!
- Report it to the administration.

Indicators of Possible Mail or Package Bombs

- An unusual or unknown place of origin
- No return address
- Excessive postage
- Abnormal size and/or weight
- Oily stains on the wrapping or package
- Wires or strings protruding from or attached to the package/letter
- Different return address than the postmark
- Misspellings on the package
- Peculiar odors, e.g., almonds, shoe polish, etc.
- White or color powdery substance on or inside the envelope

BOMB THREAT INFORMATION FORM

Be Calm!
Interrupt!

Be Courteous!

Listen Carefully!

Do Not

Write out the exact words of the original threat.

(Try to keep the caller talking—ask questions, see below):

When will the bomb explode? _____ Time remaining? _____

Where is the bomb now? _____ What Area? _____

What kind of bomb is it? _____ What does it look like? _____

Where are you calling from? _____ What is your name? _____

Description of voice:

Speech:

Manner:

_____ Male	_____ Loud	_____ Distinct	_____ Calm
_____ Female	_____ Soft	_____ Distorted	_____ Angry
_____ Adult	_____ Fast	_____ Slurred	_____ Rational
_____ Child	_____ Slow	_____ Nasal	_____ Irrational
_____ Familiar	_____ Lisp	_____ Pleasant	_____ Coherent
_____ Disguised	_____ Stutter	_____ High Pitch	_____ Incoherent
_____ Muffled	_____ Raspy	_____ Deep	_____ Emotional
_____ Intoxicated			_____ Laughing
_____ Accent (Describe: _____)			
_____ Other _____			

Background Noises:

_____ Quiet	_____ Train	_____ Children	_____ Street Traffic
_____ Music (Type: _____)	_____ Animals (Type: _____)	_____ Voices	_____ Mixed Noises
(Type: _____)			
_____ Party	_____ Machinery (Type: _____)	_____ Office Machines	_____ PA System
_____ Other _____			

Exact time of call: _____

Date: _____

Called received at: (Site) _____

Ext. _____

Time Caller hung up: _____

Person taking call: _____

Reported call immediately to: _____
(Name of school official)

BOMB THREAT REPORT FORM

The following report form is to be used by the principal to report a bomb threat to the district office.

School:_____ Date of call:_____ Time of call:_____

Person who received call:_____

A. The Sheriff's Station was notified by:_____

(Name of person)

Date:_____ Time:_____

Sheriff personnel contacted:_____

Deputy who responded to call:_____

B. Was a search made for the bomb? ____ Yes ____ No (If "Yes," give details)
regarding the search:

C. Was an evacuation conducted? Yes ____ No ____ (If "Yes," indicate
buildings or areas evacuated:)

D. Remarks:_____

Signature)

FBI CLASSIFICATION OF THREAT RISK LEVELS*

Low Level of Threat: A threat that poses a minimal risk to the victim and public safety:

- Threat is vague and indirect
- Information contained with the threat is inconsistent, implausible or lacks detail.
- Threat lacks realism.
- Content of the threat suggests person is unlikely to carry it out.
- Threat is made by young child (under 9 or 10) and there is laughter in the background.
- The caller is definitely known and has called numerous times.

Medium Level of Threat: A threat that could be carried out, although it may not appear entirely realistic.

- Threat is more direct and more concrete than a low-level threat.
- Wording in the threat suggests that the threatener has given some thought to how the act will be carried out.
- There may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan).
- There is no strong indication that the threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility—an allusion to a book or movie that shows that planning of a violent act, or a vague, general statement about the availability of weapons.
- There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!” or “I really mean this!”

High Level of Threat: A threat that appears to pose an imminent and serious danger to the safety of others.

- Threat is direct, specific and plausible. For example, “This is John Smith, I’m fed up with Mr. ones yelling at me. There’s a bomb under his desk.”

- Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the threatener has acquired or practiced with a weapon or has had the intended victim under surveillance.

INCIDENT: TERRORIST THREAT

Terrorists carefully plan their operations, using time as their greatest asset. They will attack or seize what they consider a “soft target.” Criminals will do the same, looking for patterns or people who either let their guard down or are not aware of their surroundings.¹ Prior to a terrorist threat, do the following:

- As much as possible, stay unpredictable (try to vary daily activities);
- Stay situational aware;
- Report suspicious activities to an administrator or school deputy; and
- Know where and whom to go to for information or help.

If a general threat against the school or district is indicated, coordinate all measures with the school administration. The measures below will be applied:

- Be alert for people not associated with the school loitering near the office or classrooms, or watching your activities;
- Do not hesitate to question them as to their reasons for being there; and
- Be aware of people, vehicles, workmen and delivery people.

ACTIONS TO TAKE IF YOU BELIEVE YOU ARE UNDER SURVEILLANCE:

- Conceal your suspicions
- Do not force a confrontation
- Contact the administration and report your suspicions
- Observe general description/characteristics of the person(s) such as unique features, race, gender, height, weight, hair color, etc.
- Observe general description of their vehicles such as make, model, year, color, unique stickers, and—most important—license plate number

HOMELAND SECURITY ADVISORY SYSTEM²

The Homeland Security Advisory System was designed to provide a comprehensive means to disseminate information regarding the risk of terrorist acts to federal, state, and local authorities and the American people. This system provides warnings in the form of a set of graduated “Threat Conditions” that increase as the risk of the threat increases. At each threat conditions, federal departments and agencies would implement a corresponding set of “Protective Measures” to further reduce vulnerability or increase response capability during a period of heightened alert.

There is always a risk of a terrorist threat. Each threat condition assigns a level of alert appropriate to the increasing risk of terrorist attacks. Beneath each threat condition are some suggested protective measures that the government and the public can take, recognizing that the heads of federal departments and agencies are responsible for developing and implementing appropriate agency-specific Protective Measures:

Low Condition (Green)

¹ AFJROTC Quick Reaction Checklists, Headquarters Operation Support

² Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

This condition is declared when there is a low risk of terrorist attacks. Federal departments and agencies will consider the following protective measures:

- Refine and exercise prearranged protective measures;
- Ensure personnel receive proper training on the Homeland Security Advisory System and specific prearranged department or agency protective measures; and
- Institute a process to assure that all facilities and regulated sectors are regularly assessed for vulnerabilities to terrorist attacks, and all reasonable measures are taken to mitigate these vulnerabilities.

At school we can review our school disaster plan and procedures and inventory our emergency supplies.

Guarded Condition (Blue)

This condition is declared when there is a general risk of terrorist attacks. In addition to the measures taken in the Green threat condition, federal departments and agencies will consider the following protective measures:

- Check communications with designated emergency response or command locations;
- Review and update emergency response procedures; and
- Provide the public with any information that would strengthen its ability to act appropriately.

In addition to the actions taken for the previous threat condition, we at school can:

- Update our disaster supply kit;
- Review our disaster plan;
- Hold Team meetings to discuss what members would do and how they would communicate in the event of an incident;
- Develop a more detailed Team communication plan; and
- Individuals with special needs would discuss their emergency plans with the principal and the section chiefs.

Elevated Condition (Yellow)

An Elevated Condition is declared when there is a significant risk of terrorist attacks. In addition to the measures taken in the Green and Blue threat conditions, federal departments and agencies will consider the following protective measures:

- Increase surveillance of critical locations;
- Coordinate emergency plans with nearby jurisdictions as appropriate;
- Assess whether the precise characteristics of the threat require the further refinement of rearranged protective measures; and
- Implement, as appropriate, contingency and emergency response plans.

In addition to the actions taken for the previous threat conditions, at school we can:

- Be observant of any suspicious activity and report it to the administration;
- Contact the District and other schools to discuss their plans and needs;
- Communicate our plans for an emergency and the procedures to reunite students with parents and caregivers; and
- Update our communication plan.

High Condition (Orange)

A High Condition is declared when there is a high risk of terrorist attacks. In addition to the measures taken in the Green, Blue, and Yellow threat conditions, federal departments and agencies will consider the following protective measures:

- Coordinate necessary security efforts with federal, state, and local law enforcement agencies, National Guard or other security and armed forces;
- Take additional precautions at public events, possibly considering alternative venues or even cancellation;
- Prepare to execute contingency procedures, such as moving to an alternate site or dispersing the workforce; and
- Restrict access to a threatened facility to essential personnel only.

In addition to the actions taken for the previous threat conditions, at school we can:

- Review our preparedness measures (including evacuation, assembling, and sheltering) for potential terrorist actions including chemical, biological, and radiological attacks;
- Advise all personnel to avoid high profile or symbolic locations; and
- Advise all personnel to exercise caution when traveling.

Severe Condition (Red)

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. In addition to the protective measures in the Green, Blue, Yellow, and Orange threat conditions, federal departments and agencies also will consider the following general measures:

- Increase or redirect personnel to address critical emergency needs;
- Assign emergency response personnel and pre-position and mobilize specially trained teams or resources;
- Monitor, redirect, or constrain transportation systems; and
- Close public and government facilities not critical for continuity of essential operations, especially public safety.

In addition to the actions taken for the previous threat conditions, at school we can:

- Advise all personnel to avoid public gathering places such as stadiums, holiday gatherings, or other high risk locations;
 - Direct all personnel to follow official instructions about restrictions to normal activities;
 - Activate the Crisis Telephone Tree to communicate status of work;
 - Advise all personnel to listen to the radio and TV for possible advisories or warnings; and
- Prepare to take protective actions such as sheltering-in-place or evacuation if instructed to do so by public officials.

INCIDENT: CHEMICAL AND BIOLOGICAL WEAPONS³

In case of a chemical or biological weapon attack at school, the administration will instruct you on the best course of action. This may be to evacuate the area immediately, to seek shelter at a designated location, or to take immediate shelter where you are and seal the premises. The best way to protect you is to take emergency preparedness measures ahead of time and to get medical attention as soon as possible, if needed.

CHEMICAL

Chemical warfare agents are poisonous vapors, aerosols, liquids, or solids that have toxic effects on people, animals or plants. They can be released by bombs, sprayed from aircraft, boats, or vehicles, or used as a liquid to create a hazard to people and the environment. Some chemical agents may be odorless and tasteless. They can have an immediate effect (a few seconds to a few minutes) or a delayed effect (several hours to several days). While potentially lethal, chemical agents are difficult to deliver in lethal concentrations. Outdoors, the agents often dissipate rapidly. Chemical agents are also difficult to produce.

There are six types of chemical agents:

- Lung-damaging (pulmonary) agents such as phosgene,
- Cyanide,
- Vesicants or blister agents such as mustard,
- Nerve agents such as GA (tabun), GB (sarin), GD (soman), GF, and VX,
- Incapacitating agents such as BZ, and
- Riot-control agents (similar to MACE).

BIOLOGICAL

Biological agents are organisms or toxins that can kill or incapacitate people, livestock and crops. The three basic groups of biological agents that would likely be used as weapons are bacteria, viruses, and toxins.

1. **Bacteria.** Bacteria are small free-living organisms that reproduce by simple division and are easy to grow. The diseases they produce often respond to treatment with antibiotics.
2. **Viruses.** Viruses are organisms that require living cells in which to reproduce and are intimately dependent upon the body they infect. Viruses produce diseases that generally do not respond to antibiotics. However, antiviral drugs are sometimes effective.
3. **Toxins.** Toxins are poisonous substances found in, and extracted from, living plants, animals, or microorganisms; some toxins can be produced or altered by chemical means. Some toxins can be treated with specific antitoxins and selected drugs.

³ Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

Most biological agents are difficult to grow and maintain. Many break down quickly when exposed to sunlight and other environmental factors, while others such as anthrax spores are very long lived. They can be dispersed by spraying them in the air, or infecting animals which carry the disease to humans as well as through food and water contamination.

- Aerosols—Biological agents are dispersed into the air, forming a fine mist that may drift to files. Inhaling the agent may cause disease in people or animals.
- Animals—Some diseases are spread by insects and animals, such as fleas, mice, flies, and mosquitoes. Deliberately spreading diseases through livestock is also referred to as agroterrorism.
- Food and water contamination—Some pathogenic organisms and toxins may persist in food and water supplies. Most microbes can be killed, and toxins deactivated, by cooking food and boiling water. Anthrax spores formulated as a white powder were mailed to individuals in the government and media in the fall of 2001. Postal sorting machines and opening of letters dispersed the spores as aerosols. Several deaths resulted. The effect was to disrupt mail service and to cause a widespread fear of handling delivered mail among the public.

Person-to-person spread of a few infectious agents is also possible. Humans have been the source of infection for smallpox, plague, and the Lassa viruses.

WHAT TO DO TO PREPARE FOR A CHEMICAL OR BIOLOGICAL ATTACK

- Maintain disaster supplies; and
- Rehearse emergency procedures.
- Keep a complete, spare set of clothing in your room/office in a tightly sealed container.

WHAT TO DO DURING A CHEMICAL OR BIOLOGICAL ATTACK

1. Listen to announcements over the PA system for instructions from the administration such as whether to remain inside or to evacuate.
2. If you are instructed to remain indoors:
 - Turn off heating and air conditioning unit and any fan in the room/office.
 - Cover all ventilation vents.
 - Seal the room/office with duct tape. Ten square feet of floor space per person will provide sufficient air to prevent carbon dioxide build-up for up to five hours.
 - Keep students calm and quiet. Try to get people to sleep, as you remain awake.
 - Remain in room/office until you receive additional instructions.
3. If you are caught in an unprotected area, you should:
 - Attempt to get up-wind of the contaminated area.
 - Attempt to find shelter as quickly as possible.
 - Listen for instructions from the administration.

WHAT TO DO AFTER A CHEMICAL ATTACK

Immediate symptoms of exposure to chemical agents may include blurred vision, eye irritation, difficulty breathing and nausea. A person affected by a chemical or biological agent requires immediate attention by professional medical personnel. If medical help is not immediately available,

decontaminate yourself and assist in decontaminating others. Decontamination is needed with minutes of exposure to minimize health consequences. **(However, you should NOT leave the safety of a shelter to go outdoors to help others until the administration announces that it is safe to do so.)**

1. Use extreme caution when helping others who have been exposed to chemical agents:
 - Remove all clothing and other items in contact with the body.
 - Contaminated clothing normally removed over the head should be cut off to avoid contact with the eyes, nose, and mouth.
 - Put all removed clothing into a plastic bag.
 - Decontaminate hands using soap and water if available.
 - Remove eyeglasses or contact lenses.
 - Decontaminate eyeglasses in a pan of household bleach.
2. Flush eyes with lots of water.
3. Gently wash face and hair with soap and water; then thoroughly rinse with water.
4. Decontaminate other body areas likely to have been contaminated. **Blot (do not swab or scrape) with a cloth soaked in soapy water and rinse with clear water.**
5. Change into uncontaminated clothes. **Clothing stored in drawers or closets is likely to be uncontaminated.**
6. If possible, proceed to a medical facility for screening.

WHAT TO DO AFTER A BIOLOGICAL ATTACK

In many biological attacks, people will not know they have been exposed to an agent. In such situations, the first evidence of an attack may be when you notice symptoms of the disease caused by an agent exposure, and you should seek immediate medical attention for treatment.

In some situations, like the anthrax letters sent in 2001, people may be alerted to a potential exposure. If this is the case, pay close attention to all official warnings and instructions on how to proceed. The delivery of medical services for a biological event may be handled differently to respond to increased demand. Again, it will be important for you to pay attention to official instructions via radio, television, and emergency alert systems.

If you skin or clothing comes in contact with a visible, potentially infectious substance, you should remove and bag your clothes and personal items and wash yourself with warm soapy water immediately. Put on clean clothes and seek medical assistance.

For more information, visit the website for the Centers for Disease Control and Prevention:
www.bt.cdc.gov.

INCIDENT: NUCLEAR AND RADIOLOGICAL ATTACK⁴

(For Home and Work)

Nuclear explosions can cause deadly effects—blinding light, intense heat (thermal radiation), initial nuclear radiation, blast, fires started by the heat pulse, and secondary fires caused by the destruction. They also produce radioactive particles called fallout that can be carried by wind for hundreds of miles.

Terrorist use of a radiological dispersion device (RDD)—often called “dirty nuke” or “dirty bomb”—is considered far more likely than use of a nuclear device. These radiological weapons are a combination of conventional explosives and radioactive material designed to scatter dangerous and sub-lethal amounts of radioactive material over a general area. Such radiological weapons appeal to terrorists because they require very little technical knowledge to build and deploy compared to that of a nuclear device. Also, these radioactive materials, used widely in medicine, agriculture, industry and research, are much more readily available and easy to obtain compared to weapons grade uranium or plutonium.

Terrorist use of a nuclear device would probably be limited to a single smaller “suitcase” weapon. The strength of such a weapon would be in the range of the bombs used during World War II. The nature of the effects would be the same as a weapon delivered by an inter-continental missile, but the area and severity of the effects would be significantly more limited.

There is no way of knowing how much warning time there would be before an attack by a terrorist using a nuclear or radiological weapon. A surprise attack remains a possibility.

The danger of a massive strategic nuclear attack on the United States involving many weapons receded with the end of the Cold War. However, some terrorists have been supported by nations that have nuclear weapons programs.

If there were threat of an attack from a hostile nation, people living near potential targets could be advised to evacuate or they could decide on their own to evacuate to an area not considered a likely target. Protection from radioactive fallout would require taking shelter in an underground area, or in the middle of a large building.

In general, potential targets include:

- Strategic missile sites and military bases;
- Centers of government such as Washington, D.C., and state capitals;
- Important transportation and communication centers;

⁴ Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

- Manufacturing, industrial, technology and financial centers;
- Petroleum refineries, electrical power plants and chemical plants; and
- Major ports and airfields.

Taking shelter during a nuclear attack is absolutely necessary. There are two kinds of shelters—blast and fallout.

Blast shelters offer some protection against blast pressure, initial radiation, heat and fire, but even a blast shelter could not withstand a direct hit from a nuclear detonation.

Fallout shelters do not need to be specially constructed for that purpose. They can be any protected space, provided that the walls and roof are thick and dense enough to absorb the radiation given off by fallout particles. The three protective factors of a fallout shelter are *shielding*, *distance*, and *time*.

- *Shielding.* The more heavy, dense materials—thick walls, concrete, bricks, books and earth—between you and the fallout particles the better.
- *Distance.* The more distance between you and the fallout particles the better. An underground area, such as a home or office building basement, offers more protection than the first floor of a building. A floor near the middle of a high-rise may be better, depending on what is nearby at that level on which significant fallout particles would collect. Flat roofs collect fallout particles so the top floor is not a good choice, nor is a floor adjacent to a neighboring flat roof.
- *Time.* Fallout radiation loses its intensity fairly rapidly. In time, you will be able to leave the fallout shelter. Radioactive fallout poses the greatest threat to people during the first two weeks, by which time it has declined to about 1% of its initial radiation level.

Remember that any protection, however temporary, is better than none at all, and the more **shielding**, **distance** and **time** you can take advantage of, the better.

Electromagnetic pulse

In addition to other effects, a nuclear weapon detonated in or above the earth's atmosphere can create an electromagnetic pulse (EMP), a high-density electrical field. EMP acts like a stroke of lightning but is stronger, faster and briefer. EMP can seriously damage electronic devices connected to power sources or antennas. This includes communication systems, computers, electrical appliances, and automobile or aircraft ignition systems. The damage could range from a minor interruption to actual burnout of components. Most electronic equipment within 1,000 miles of a high-altitude nuclear detonation could be affected. Battery powered radios with short antennas generally would not be affected.

Although EMP is unlikely to harm most people, it could harm those with pacemakers or other implanted electronic devices.

What to do before a nuclear or radiological attack

1. Learn the warning signals and all sources of warning used in your community. Make sure you know what the signals are, what they mean, how they will be used, and what you should do if you hear them. AT WRHS, THE SIGNAL WILL BE AN OPEN ANNOUNCEMENT OVER THE PA SYSTEM.
2. Assemble and maintain a disaster supply kit with food, water, medications, fuel and personal items adequate for up to 2 weeks—the more the better.
3. Find out what public buildings in your community may have been designated as fallout shelters. It may have been years ago, but start there, and learn which buildings are still in use and could be designated as shelters again.
 - Call your local emergency management office.

- Look for yellow and black fallout shelter signs on public buildings. Note: With the end of the Cold War, many of the signs have been removed from the buildings previously designated.
 - If no noticeable or official designations have been made, make your own list of potential shelters near your home, workplace and school: basements, or the windowless center area of middle floors in high-rise buildings, as well as subways and tunnels.
 - Give your household clear instructions about where fallout shelters are located and what actions to take in case of attack.
4. If you live in an apartment building or high-rise, talk to the manager about the safest place in the building for sheltering, and about providing for building occupants until it is safe to go out.
 5. There are few public shelters in many suburban and rural areas. If you are considering building a fallout shelter at home, keep the following in mind:
 - A basement, or any underground area, is the best place to shelter from fallout. Often, few major changes are needed, especially if the structure has two or more stories and its basement—or one corner of it—is below ground.
 - Fallout shelters can be used for storage during non-emergency periods, but only store things there that can be very quickly removed. (When they are removed, dense, heavy items may be used to add to the shielding.)
 - All the items you will need for your stay need not be stocked inside the shelter itself but can be stored elsewhere, as long as you can move them quickly to the shelter.
 6. Learn about your community's evacuation plans. Such plans may include evacuation routes, relocation sites, how the public will be notified and transportation options for people who do not own cars and those who have special needs.
 7. Acquire other emergency preparedness booklets that you may need. See the "For More Information" chapter at the end of this guide.

What to do during a nuclear or radiological attack

1. Do not look at the flash or fireball—it can blind you.
2. If you hear an attack warning:
 - Take cover as quickly as you can (if you are alone, HEAD TO THE MAIN OR SMALL GYMNASIUM or, if you are with students, ESCORT YOUR STUDENTS TO THE MAIN OR SMALL GYMNASIUM), and stay there unless instructed to do otherwise.
 - If you are caught outside, unable to get inside immediately, take cover behind anything that might offer protection. Lie flat on the ground and cover your head.
 - If the explosion is some distance away, it could take 30 seconds or more for the blast wave to hit.
3. Protect yourself from radioactive fallout. If you are close enough to see the brilliant flash of a nuclear explosion, the fallout will arrive in about 20 minutes. Take shelter, even if you are many miles from ground zero—radioactive fallout can be carried by the winds for hundreds of miles. Remember the three protective factors: *shielding*, *distance* and *time*.
4. Keep a battery-powered radio with you, and listen for official information. Follow the instructions given. Local instructions should always take precedence: officials on the ground know the local situation best.

What to do after a nuclear or radiological attack

1. Do not leave the shelter until officials say it is safe. Follow their instructions when leaving.

2. If in a fallout shelter, stay in your shelter until local authorities tell you it is permissible or advisable to leave. The length of your stay can range from a day or two to four weeks.
 - Contamination from a radiological dispersion device could affect a wide area, depending on the amount of conventional explosives used, the quantity of radioactive material and atmospheric conditions.
 - A “suitcase” terrorist nuclear device detonated at or near ground level would produce heavy fallout from the dirt and debris sucked up into the mushroom cloud.
 - A missile-delivered nuclear weapon from a hostile nation would probably cause an explosion many times more powerful than a suitcase bomb, and provide a greater cloud of radioactive fallout.
 - The decay rate of the radioactive fallout would be the same, making it necessary for those in the areas with highest radiation levels to remain in shelter for up to a month.
 - The heaviest fallout would be limited to the area at or downwind from the explosion, and 80% of the fallout would occur during the first 24 hours.
 - Because of these facts and the very limited number of weapons terrorists could detonate, most of the country would not be affected by fallout.
 - **People in most of the areas that would be affected could be allowed to come out of shelter and, if necessary, evacuate to unaffected areas within a few days.**
3. Although it may be difficult, make every effort to maintain sanitary conditions in your shelter space.
4. Water and food may be scarce. Use them prudently but do not impose severe rationing, especially for children, the ill or elderly.
5. Cooperate with shelter managers. Living with many people in confined space can be difficult and unpleasant.

Returning to your home

1. Keep listening to the radio for news about what to do, where to go, and places to avoid.
2. If your home was within the range of a bomb’s shock wave, or you live in a high-rise or other apartment building that experienced a non-nuclear explosion, check first for any sign of collapse or damage, such as:
 - Toppling chimneys, falling bricks, collapsing walls, plaster falling from ceilings;
 - Fallen light fixtures, pictures and mirrors;
 - Broken glass from windows;
 - Overturned bookcases, wall units or other fixtures;
 - Fires from broken chimneys; and
 - Ruptured gas and electric lines.
3. Immediately clean up spilled medicines, drugs, flammable liquids, and other potentially hazardous materials.
4. Listen to your battery-powered radio for instructions and information about community services.
5. Monitor the radio and your television for information on assistance that may be provided. Local, state and federal governments and other organizations will help meet emergency needs and help you recover from damage and losses.
6. The danger may be aggravated by broken water mains and fallen power lines.
7. If you turned gas, water and electricity off at the main valves and switch before you went to shelter:

- Do not turn the gas back on. The gas company will turn it back on for you or you will receive other instructions.
 - Turn the water back on at the main valve only after you know the water system is working and water is **not** contaminated.
 - Turn electricity back on at the main switch only after you know the wiring is undamaged in your home and the community electrical system is functioning.
 - Check to see that sewage lines are intact before using sanitary facilities.
8. Stay away from damaged areas.
 9. Stay away from areas marked “radiation hazard” or “HAZMAT.”

INCIDENT: THUNDERSTORM⁵ (For Home and Work)

Thunderstorms are very common and affect great numbers of people each year. Despite their small size in comparison to hurricanes and winter storms, all thunderstorms are dangerous. Every thunderstorm produces lightning. Other associated dangers of thunderstorms include tornadoes, strong winds, hail, and flash flooding. Flash flooding is responsible for more fatalities— more than 140 annually— than any other thunderstorm-associated hazard.

Some thunderstorms do not produce rain that reaches the ground. These are generically referred to as dry thunderstorms and are most prevalent in the western United States. Known to spawn wildfires, these storms occur when there is a large layer of dry air between the base of the cloud and the ground. The falling raindrops evaporate, but lightning can still reach the ground.

What to do before thunderstorms approach

1. Know the terms used by weather forecasters:
 - Severe Thunderstorm Watch— Tells you when and where severe thunderstorms are likely to occur. Watch the sky and stay tuned to radio or television to know when warnings are issued.
 - Severe Thunderstorm Warning— Issued when severe weather has been reported by spotters or indicated by radar. Warnings indicate imminent danger to life and property to those in the path of the storm.
2. Know thunderstorm facts:
 - Thunderstorms may occur singly, in clusters, or in lines.
 - Some of the most severe weather occurs when a single thunderstorm affects one location for an extended time.
 - Thunderstorms typically produce heavy rain for a brief period, anywhere from 30 minutes to an hour.
 - Warm, humid conditions are very favorable for thunderstorm development.
 - A typical thunderstorm is 15 miles in diameter and lasts an average of 30 minutes.

⁵ Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

- Of the estimated 100,000 thunderstorms each year in the United States, about 10 percent are classified as severe.
 - A thunderstorm is classified as severe if it produces hail at least three-quarters of an inch in diameter, has winds of 58 miles per hour or higher, or produces a tornado.
3. Know the calculation to determine how close you are to a thunderstorm:
Count the number of seconds between a flash of lightning and the next clap of thunder. Divide this number by 5 to determine the distance to the lightning in miles.
 4. Remove dead or rotting trees and branches that could fall and cause injury or damage during a severe thunderstorm.
 5. When a thunderstorm approaches, secure outdoor objects that could blow away or cause damage. Shutter windows, if possible, and secure outside doors. If shutters are not available, close window blinds, shades, or curtains.

INCIDENT: LIGHTNING⁶

The ingredient that defines a thunderstorm is lightning. Since lightning creates thunder, a storm producing lightning is called a thunderstorm.

Lightning occurs during all thunderstorms. Lightning results from the buildup and discharge of electrical energy between positively and negatively charged areas.

The unpredictability of lightning increases the risk to individuals and property. In the United States, an average of 300 people are injured and 80 people are killed each year by lightning. Although most lightning victims survive, people struck by lightning often report a variety of long-term, debilitating symptoms, including memory loss, attention deficits, sleep disorders, numbness, dizziness, stiffness in joints, irritability, fatigue, weakness, muscle spasms, depression, and an inability to sit for a long period of time.

When thunderstorms threaten your area, get inside a home, building or hard top automobile (**not a convertible**) and stay away from metallic objects and fixtures.

1. If you are inside a home:
 - Avoid showering or bathing. Plumbing and bathroom fixtures can conduct electricity;
 - Avoid using a corded telephone, except for emergencies. **Cordless and cellular telephones are safe to use;**
 - Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage; and
 - Use your battery-operated radio for updates from local officials (a National Oceanic and Atmospheric Administration (**NOAA**) radio is recommended).
2. If outside, with no time to reach a safe location, follow these recommendations:
 - In a forest, seek shelter in a low area under a thick growth of small trees;
 - In open areas, go to a low place such as a ravine or valley. Be alert for flash floods;
 - Do not stand under a natural lightning rod, such as a tall, isolated tree in an open area;
 - Do not stand on a hilltop, in an open field, on the beach or in a boat on the water;
 - Avoid isolated sheds or other small structures in open areas;

⁶ Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

- Get away from open water. If you are boating or swimming, get to land and find shelter immediately;
- Get away from anything metal— tractors, farm equipment, motorcycles, golf carts, golf clubs and bicycles;
- Stay away from wire fences, clotheslines, metal pipes, rails and other metallic paths that could carry lightning to you from some distance away; and
- If you feel your hair stand on end (which indicates that lightning is about to strike), squat low to the ground on the balls of your feet. Place your hands over your ears and your head between your knees. Make yourself the smallest target possible and minimize your contact with the ground. **DO NOT** lie flat on the ground.

3. Remember these facts and safety tips about lightning.

Facts:

- Lightning often strikes outside of heavy rain and may occur as far as 10 miles away from any rainfall.
- Lightning-strike victims carry no electrical charge and should be attended to immediately. If breathing has stopped, begin mouth-to-mouth resuscitation. If the heart has stopped, a trained person should administer CPR. If the victim has a pulse and is breathing, look for other possible injuries. Check for burns where the lightning entered and left the body. Be alert also for nervous system damage, broken bones, and loss of hearing or eyesight. Contact your local emergency management office or American Red Cross chapter for information on CPR and first aid classes.
- “Heat lightning” is actually lightning from a thunderstorm too far away for thunder to be heard. However, the storm may be moving in your direction!
- Most lightning deaths and injuries occur when people are caught outdoors in the summer months during the afternoon and evening.
- Many fires in the western United States and Alaska are started by lightning.
- Lightning can occur from cloud-to-cloud, within a cloud, cloud-to-ground, or cloud-to-air.
- Your chances of being struck by lightning are estimated to be 1 in 600,000 but could be even less by following safety tips.

Safety Tips:

- Postpone outdoor activities if thunderstorms are likely.
- Remember the 30/30 lightning safety rule: **go indoors if, after seeing lightning, you cannot count to 30 before hearing thunder and stay indoors for 30 minutes after hearing the last clap of thunder.**
- Rubber-soled shoes and rubber tires provide **NO** protection from lightning. However, the steel frame of a hard-topped vehicle provides increased protection if you are not touching metal. Although you may be injured if lightning strikes your car, you are much safer inside a vehicle than outside in the open.

EXTREME HEAT (Heat Wave)

Heat kills by pushing the human body beyond its limits. Under normal conditions, the body's internal thermostat produces perspiration that evaporates and cools the body. However, in extreme heat and high humidity, evaporation is slowed and the body must work extra hard to maintain a normal temperature.

Most heat disorders occur because the victim has been overexposed to heat or has over-exercised for his or her age and physical condition. The elderly, young children, and those who are sick or overweight are more likely to succumb to extreme heat.

Conditions that can induce heat-related illnesses include stagnant atmospheric conditions and poor air quality. Consequently, people living in urban areas may be at greater risk from the effects of a prolonged heat wave than those living in rural areas. Also, asphalt and concrete store heat longer and gradually release heat at night, which can produce higher nighttime temperatures known as the "urban heat island effect."

What to do before an extreme heat emergency

1. Know the terms associated with extreme heat:
 - Heat wave—Prolonged period of excessive heat, often combined with excessive humidity;
 - Heat index—A number in degrees Fahrenheit (F) that tells how hot it feels when relative humidity is added to the air temperature. Exposure to full sunshine can increase the heat index by 15 degrees;
 - Heat cramps—Muscular pains and spasms due to heavy exertion. Although heat cramps are the least severe, they are often the first signal that the body is having trouble with the heat;
 - Heat exhaustion—Typically occurs when people exercise heavily or work in a hot, humid place where body fluids are lost through heavy sweating. Blood flow to the skin increases, causing blood flow to decrease to the vital organs. This results in a form of mild shock. If not treated, the victim's condition will worsen. Body temperature will keep rising and the victim may suffer heat stroke;
 - Heat stroke—Heat stroke is life-threatening. The victim's temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result if the body is not cooled quickly; and
 - Sun stroke—another term for heat stroke.
2. Consider the following preparedness measures when faced with the possibility of extreme heat:
 - Install window air conditioners snugly, insulate if necessary;

- Close any floor heat registers nearby and use a circulating or box fan to spread cool air;
 - Check air-conditioning ducts for proper insulation;
 - Install temporary reflectors, such as aluminum foil covered cardboard, to reflect heat back outside and be sure to weather-strip doors and sills to keep cool air in; and
 - Cover windows that receive morning or afternoon sun with drapes, shades, awnings or louvers. Outdoor awnings or louvers can reduce the heat that enters a home by up to 80 percent. Consider keeping storm windows up all year.
3. See the “Emergency Planning and Disaster Supplies” chapter for more information.

What to do during extreme heat or a heat wave emergency

1. Stay indoors as much as possible.
 - If air conditioning is not available, stay on the lowest floor out of the sunshine.
 - Remember that electric fans do not cool, they just blow hot air around.
2. Eat well-balanced, light and regular meals. Avoid using salt tablets unless directed to do so by a physician.
3. Drink plenty of water regularly even if you do not feel thirsty.

Persons who have epilepsy or heart, kidney, or liver disease, are on fluid-restrictive diets, or have a problem with fluid retention should consult a doctor before increasing liquid intake.
4. Limit intake of alcoholic beverages.

Although most sodas, beer and other alcoholic beverages appear to satisfy thirst, they actually cause further body dehydration.
5. Never leave children or pets alone in closed vehicles.
6. Dress in loose fitting clothes that cover as much skin as possible.

Lightweight, light-colored clothing reflects heat and sunlight and helps maintain normal body temperature.
7. Protect face and head by wearing a wide-brimmed hat.
8. Avoid too much sunshine.

Sunburn slows the skin’s ability to cool itself. Use a sunscreen lotion with a high SPF (sun protection factor) rating (i.e., 15 or greater).
9. Avoid strenuous work during the warmest part of the day. Use a buddy system when working in extreme heat and take frequent breaks.
10. Spend at least two hours per day in an air-conditioned place. If your home is not air conditioned, consider spending the warmest part of the day in public buildings such as libraries, schools, movie theaters, shopping malls and other community facilities.
11. Check on family, friends, and neighbors who do not have air conditioning and who spend much of their time alone.

First-aid for heat-induced illnesses

1. Sunburn
 - *Symptoms:* Skin redness and pain, possible swelling, blisters, fever, headaches.

- *First Aid:* Take a shower, using soap, to remove oils that may block pores, preventing the body from cooling naturally. If blisters occur, apply dry, sterile dressings and get medical attention.

2. Heat cramps

- *Symptoms:* Painful spasms, usually in leg and abdominal muscles. Heavy sweating.
- *First Aid:* Get the victim out to a cooler location. Lightly stretch and gently massage affected muscles to relieve spasm. Give sips of up to a half glass of cool water every 15 minutes. Do not give liquids with caffeine or alcohol. If nauseous, discontinue liquids.

3. Heat exhaustion

- *Symptoms:* Heavy sweating and skin may be cool, pale or flushed. Weak pulse. Normal body temperature is possible but temperature will likely rise. Fainting or dizziness, nausea or vomiting, exhaustion and headaches are possible.
- *First Aid:* Get victim to lie down in a cool place. Loosen or remove clothing. Apply cool, wet cloths. Fan or move victim to air-conditioned place. Give sips of water if victim is conscious. Be sure water is consumed slowly. Give half glass of cool water every 15 minutes. If nausea occurs, discontinue. If vomiting occurs, seek immediate medical attention.

4. Heat stroke (sun stroke)

- *Symptoms:* High body temperature (105+). Hot, red, dry skin. Rapid, weak pulse; and rapid, shallow breathing. Possible unconsciousness. Victim will likely not sweat unless victim was sweating from recent strenuous activity.
- *First Aid:* Heat stroke is a severe medical emergency. Call 911 or emergency medical services or get the victim to a hospital immediately. Delay can be fatal. Move victim to a cooler environment. Remove clothing. Try a cool bath, sponging or wet sheet to reduce body temperature. Watch for breathing problems. Use extreme caution. Use fans and air conditioners.

INCIDENT: REPORTED GUN ON CAMPUS

IN A CLASSROOM

- Confirm location of the suspect.
- Direct teacher to instruct class as if nothing is wrong, but stand near the suspect's desk.
- An administrator, campus supervisor, and the deputy will report to the room. The administrator will enter first and go directly to the suspect (where the teacher is standing). The deputy will follow within seconds. The campus supervisor will enter the room third and remain at the door and await directions.
- The suspect's belongings will be given to the campus supervisor to carry to the office.
- The administrator, deputy and campus supervisor will escort the suspect to the office.
- The deputy will question the suspect in the presence of the administrator and the campus supervisor.

AT NO TIME, WHILE IN THE CLASSROOM, WILL THE ADMINISTRATOR, DEPUTY, OR CAMPUS SUPERVISOR MENTION THE SUSPICIONS OR THEIR PURPOSE.

ON SCHOOL PROPERTY-NOT IN A BUILDING

- Confirm location of the suspect.
- Direct campus supervisor to maintain visual of suspect from a safe distance and update administrator of suspect's movement/location.
- The deputy and administrator will immediately report to and confront the suspect.
- The deputy and administrator will conduct a quick search of the suspect's body and belongings for a weapon.
- The suspect's belongings will be given to the campus supervisor to carry to the office.
- The administrator, deputy and campus supervisor will escort the suspect to the office.
- The deputy will question the suspect in the presence of the administrator and the campus supervisor.

If the deputy is not present on campus when a weapon incident occurs, the administrator is to contact the school deputy, explain the situation, and request that s/he report immediately to WRHS—before confronting the suspect.

If the school deputy is NOT available, the administrator will dial 911, explain the situation, and request deputy assistance—before confronting the suspect.

INCIDENT: HAZMAT (Hazard Materials)

- Immediately after a HAZMAT condition has been reported to an administrator, the administrator will call either the fire department or the Sheriff's Station and insist that one of their personnel report to the school ASAP to confirm the call. If the school deputy is available, s/he may confirm the call.
- After a proper authority has confirmed the call, the principal will conduct a meeting with selected members of the Crisis Team. The purpose of the meeting will be to 1) define the situation, 2) discuss possible solutions/actions, 3) define the plan of action, and 4) execute the plan.
- The principal will contact the district superintendent and apprise him/her of the situation.
- If the administration is instructed to evacuate the school premises, the plan of action must include the manner of dismissal, i.e., all at once, by building(s), or etc., the route(s) that will be used, and the designated assembly area.
- Communications will remain a high priority during the entire situation. The Crisis Team must also insure that appropriate information is being disseminated effectively, and supervision of all personnel is being conducted responsibly.
- The administrator in charge will activate the Recording Team and instruct its selected members to record all occurrences, decisions, and results chronologically.

INCIDENT: MEDICAL EMERGENCY

Pursuant to Administrative Regulation 5141.21(a) (see appendix A), should a medical emergency occur involving a student, the Health Assistant will contact the student's parent/guardian as soon as is practicable. The names of and the phone numbers for parents/guardians are readably available in the STU and PHONE files in SASIxp. Contacting the parents/guardians will be done by the phone.

By state education law, students may not carry medications with them while attending school. However, under special circumstances when school attendance is contingent upon uninterrupted medication necessitating a dose during the school day, and when the physician having responsibility for the medical care of the child makes a specific recommendation, an exception may be made. In such a case the following procedures must be followed:

1. Submit a **Request for Medication** form or a **Self-Administration Medication** form, if applicable, with both parent and physician signature authorizing the:
 - A. method,
 - B. amount, and
 - C. time schedules the specified medication is to be taken.
2. Assure that each medication is:
 - A. in its original container,
 - B. clearly labeled, with
 - i. the pupil's full name,
 - ii. the physician's name and phone number,
 - iii. the name of the medication,
 - iv. dosage,
 - v. schedule, and
 - vi. date of expiration of this prescription.
3. The school needs to be informed when any medication change is made. This includes a change in the type or nature of medication, as well as a change in the dosage of medication.

Parents are responsible to coordinate having medications at school with the school's health assistant. The health assistant will record the student's medical condition and medication(s) prescribed to manage the condition.

If a student must carry any medical equipment with them while at school, the parent/guardian must inform the health assistant and/or district school nurse. The health assistant will also record this in the student's SASIxp health record.

Parents are responsible to inform the health assistant and/or district nurse of any long term or permanent, high-risk medical condition, e.g. diabetes, severe allergies, heart conditions, etc. The health assistant is responsible to record and monitor individual health care plans, formulated by the district nurse, for students with high-risk medical conditions. The individual health care plan for a high-risk medical condition must include, but is not limited to:

1. a detailed outline of all medical needs of the student such as:
 - A. blood glucose testing,
 - B. emergency medications/injections,
 - C. oral medications,
 - D. as well as what medications will be taken during school hours.
2. The student's individual health care plan will also specify **who will have access to** and **who will make sure** there are emergency medical supplies available at school to deal with a low and high blood-sugar crisis.

The health assistant is responsible to communicate all students' recorded medical conditions to the necessary school employees through a confidential health list or if necessary an individual health care plan. The communication will include but is not limited to:

1. who the student is,
2. what medical condition the student has,
3. what the signs and symptoms are and how it is to be treated,
4. what actions the school personnel are to take if a medical problem occurs in their presence with a specific student, and
5. what, if any, medical equipment and/or emergency medications the student will be carrying with them while at school.

The district nurse is responsible to formulate an individual health care plan for students with diabetes, severe allergies, heart condition, etc. and communicate this plan to the health assistant.

Inservice training with regards to proper use of emergency medications as well as equipment is to be provided to the health assistant and to volunteer school personnel by the district nurses.

Room No.	Teacher/Staff Member	Time report filed	Site/School
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Condition of Students

Condition of Staff

9/96

Form - AR

[illegible]

Room No.	Teacher/Staff Member	Time report filed	Site/School
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Condition of Students

Condition of Staff

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ACTIONS/REPORTS TIME LOG

For _____ through _____ at _____ (Site/School)
(date) (date)

TIME	SITUATION	RESPONSE/DECISION/ACTION	INITIAL

TO: Administrative Center CP

FROM: (name) _____ @Site/School: _____

DATE: _____ TIME: _____ Incident Commander:

Message via: ____ 2-way Radio, ____ Radio, ____ Telephone, ____ Messenger,
____ Other

(Specify)

EMPLOYEE/STUDENT STATUS

# being	Absent	Injured	# sent to hosp./med.	Dead	Missing	Unaccounted for (away from site)	# released to parents	supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE [check damage/problem and indicate location(s)]

No.	Damage/Problem(s)	Location(s)
	gas leak(s)	
	water leak(s)	
	fire(s)	
	electrical	
	communication(s)	
	heating/cooling	
	other(s):	

MESSAGE: (Include kind of immediate assurance required. Can you hold out without assistance/how long? What is the overall condition of campus, neighborhood, and streets? Which outside agencies are on campus and what actions they are taking? **ASAP:** accountability of personnel, e.g., names of injured, dead, or missing.)

CANYON HIGH SCHOOL

DISASTER SERVICE WORKER REGISTRATION FORM
Volunteer Assignments

Date(s) _____ - _____

Volunteer Name
notes

Time: in/out

Position(s)/Task(s)/Miscellaneous

1. _____ / _____

2. _____ / _____

3. _____ / _____

4. _____ / _____

5. _____ / _____

6. _____ / _____

7. _____ / _____

8. _____ / _____

9. _____ / _____

10. _____ / _____
