

EMERGENCY RESPONSE PLAN

Piedmont Middle School

2022-23

BOARD APPROVED:

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Basis of the Plan

This plan addresses the school district's responsibilities in emergencies associated with natural disasters, mechanical disasters, and suspect initiated events. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The basis of the plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing the school district clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires

close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References

State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

When a local emergency is proclaimed.

When a state of emergency is proclaimed.

When a federal disaster declaration is made. The law has two ramifications for School District employees:

- o It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
- o When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of the state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation,

renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site's emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

What the Law Requires

School Administrators have the responsibility to ensure the safety of their students and staff in an emergency.

California Education Code, Section 32281 – 32284

Requires each school district and county office of education to be responsible for the overall development of all comprehensive school safety plans for its schools operating K-12, inclusive. The comprehensive school safety plan must include disaster procedures for routine and emergency, including adaptations for pupils with disabilities in accordance with the Americans with Disabilities Act of 1990. The plan may include a “tactical response to criminal incidents” which means the steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

California Education Code, Section 32288

In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan. The school site council or school safety planning committee **shall** notify, in writing, the following persons and entities, if available, of the public meeting: (A) The local mayor. (B) A representative of the local school employee organization. (C) A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs. (D) A representative of each teacher organization at the school site. (E) A representative of the student body government. (F) All persons who have indicated they want to be notified. The school site council or school safety planning committee is **encouraged** to notify, in writing, the following persons and entities, if available, of the public meeting: (A) A representative of the local churches. (B) Local civic leaders. (C) Local business organizations. (c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

The Katz Act (Sections 35295-35297 of the California Education Code) requires that schools plan for earthquakes and other emergencies. It also requires periodic drills in “drop and cover” procedure, evacuation procedure, and other emergency response actions (i.e. search and rescue, communications, etc.).

The Petris Bill (Section 8607 of the California Government Code) requires all state and local government agencies, including school districts, be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS).

SB 187 – Safe Schools Plan

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

- A. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. The assessment will be performed by the School Safety Planning Committee of the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment.
- B. The annual review and evaluation of the School's Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee, the School Site Council President, and the School Principal. It will then be presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:
 1. Child Abuse reporting procedures
 2. Policies pursuant to Education Code 48915 and other school-designated serious acts, which would lead to suspension, expulsion, or mandatory expulsion recommendations
 3. Procedures to notify teachers and counselors of dangerous students
 4. Sexual Harassment Policy
 5. Safe ingress and egress to and from school
 6. Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
 7. Dress Code
 8. Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

General Staff Responsibilities

Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law.

The district realizes that the safety and welfare of the employee's family is his/her first concern. Therefore, each employee is encouraged to establish a safety/survival plan and to advise their family to remain at work. In the event that disaster strikes during normal working hours, all employees are to:

1. Carry out designated responsibilities to ensure student safety and welfare.
2. Check the safety of their immediate families and advise their family that they are expected to remain at their workplace until the emergency conditions are lifted.

Note: Any employee unable to establish communication with his/her family should report this to his/her supervisor. If release from duty is not possible, the concern will be referred to Personnel Services who will attempt to establish contact between the employee and the immediate family.

If disaster occurs during off-duty hours, employees are to:

1. Check on the safety of their immediate family
2. Report to their assigned site
3. Report to the nearest accessible district site in the event that their regularly assigned site is inaccessible.

Safe Schools Planning Committee

The School Site Council is responsible for developing the School Site Safety Plan or for delegating the responsibility to a School Safety Planning Committee. Ed. Code 35294.1

The School Site Safety Committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294.1), and other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- Representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

Members should have an interest in school safety and demonstrate the need to always improve school safety and training. The team that will perform the following:

1. Implement a Safe Schools Plan if designated School Site Council
2. Walk the campus regular basis and look at changes or breaches in security
3. Review your Safe Schools Plan annually, at a minimum.
4. Provide training / educate staff on emergency procedures (minimum –annually)
5. Provide tabletop exercises with staff and administration
6. Consider different types of lockdown and shelter in place drills. Perform drills just before school, immediately after the release bell rings, during passing periods, and during lunch
7. Review school signage, check-in procedures, and test employees on counter surveillance
8. Share information and experiences
9. Identify new “risks” of the School District and individual sites.
10. To develop customized responses appropriate to sites.

11. To develop a consistent response to emergencies that is coordinated with the District Disaster Plan.
12. Meet with law enforcement to review Safe Schools Plan
13. Invite law enforcement to drills and trainings
14. Responsible for creating and updating an emergency responder kit, which will include at a minimum: master keys, blueprints, emergency contact numbers, and utility shut off tools

Child Abuse Reporting

Definition of Child Abuse

Child abuse means a physical injury that is inflicted upon a child (under 18 years of age) by another person and such injury is other than accidental. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

A child is anyone under 18 years of age.

Child Abuse

- o Injury inflicted by another person.
- o Sexual Abuse.
- o Neglect of child's physical, health, and emotional needs.
- o Unusual and willful cruelty; unjustifiable punishment.
- o Unlawful corporal punishment.

Not Considered Child Abuse

- o Mutual affray between minors
- o Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For the purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

Mandated Child Abuse Reporting

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

Any child care custodian, health practitioner, or employee of a child protective agency 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 a child protective agency by telephone and written report.

- o The telephone call must be made immediately or as soon as practicably possible, within 24 hours.
- o A written report must be sent within 36 hours of the telephone call to the child protective agency.

Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker

and administrator to determine if particular provisions under this section are current and in effect.

Involuntary sexual activity is always reportable.

Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews and adopted children. (Family Code § 2200).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.

Partner is 14 years or older, lewd & lascivious acts committed by a partner of any age or if the partner is the alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years.

There are lewd and lascivious acts committed by a partner more than 10 years older than the child.

The partner is the alleged spouse and over 21 years of age.

Reportable Sexual Activity if the Child is 16 or 17 years and:

The partner is less than 14 years of age.

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship.

The partner is the alleged spouse and there is evidence of an exploitative relationship.

Reportable Sexual Activity if the Child is under 18 years:

Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Mandated reports of sexual activity must be reported to either the County Child Protection Services (CPS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

When in doubt, all suspected sexual abuse, physical abuse, or neglect should be reported to Child Protection Services or the appropriate police jurisdiction.

Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

Child Abuse Reporting Number:

**Child Abuse Hotline
(510) 259 – 1800**

**Alameda County Social Services
Children & Family Services
24100 Amador Street
Hayward, CA 94544**

PIEDMONT UNIFIED SCHOOL DISTRICT

Board Policy

BP 5141.4

Students

CHILD ABUSE AND NEGLECT REPORTING PROCEDURES

The Board of Education is committed to supporting the safety and well-being of district students and to facilitating the prevention of and response to child abuse and neglect. The Superintendent or designee will:

1. Develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse or neglect;
2. Ensure that staff and parents/guardians have access to procedures whereby they can report suspected child abuse and/or neglect at a school site to appropriate child protective agencies; and
3. Establish regulations for use by employees in identifying and reporting child abuse.[SA1]

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.41 - Child Abuse Prevention)

District employees will report known or suspected incidences of child abuse and/or neglect in accordance with district regulations and state law.

Employees will fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person. The Superintendent or designee shall provide training regarding the duties of mandated reporters.

(Penal Code 11166).

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans

33195 Heritage schools, mandated reporters

33308.1 Guidelines on procedure for filing child abuse complaints

44252 Teacher credentialing

44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education
51900.6 Sexual abuse and sexual assault awareness and prevention

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form:
http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss/ap>

California Department of Social Services, Children and Family Services Division:
<http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information
Gateway: <https://www.childwelfare.gov/can>

Adopted: July 5, 2000

Revised: June 13, 2018

PIEDMONT UNIFIED SCHOOL DISTRICT

Administrative Regulation

AR 5141.4

Students

CHILD ABUSE AND NEGLECT REPORTING PROCEDURES

Duty to Report

All mandated reporters shall report known or suspected child abuse or neglect 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 or neglect includes the following (Penal Code 11165.5, 11165.6):
 - a. A physical injury or death inflicted by other than accidental means on a child by another person
 - b. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
 - 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 (Penal Code 11165.3)
 - d. Unlawful corporal punishment or injury resulting in a traumatic condition (Penal Code 11165.4)
 - e. The negligent treatment or the maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. The term includes both acts and omissions on the part of the responsible person. (Penal Code 11165.2)
 - f. Neglect of a child or abuse in out-of-home care (Penal Code 11165.5)
2. Child abuse or neglect does not include:

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

(cf. 5131.7 0 Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

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

- e. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

- f. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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

4. 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 department, and child protective services.

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

Responsibility of Mandated Reporters

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

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

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

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

(cf. 1240 - Volunteer Assistance)

A mandated reporter will make a report as outlined in this administrative regulation whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

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

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

Reporting Procedures

1. To report known or suspected child abuse, any mandated reporter (as defined above) shall report by telephone to the Child Abuse Hotline of the Alameda County Social Services Agency at (510) 259-1800 and Piedmont Police Department (510) 420-3000.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include:

- a. The name of the person making the report;
- b. The name of the child;
- c. The present location of the child;
- d. The nature and extent of any injury; and/or
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

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

2. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local child protective agency a written report which includes a completed Department of Justice form (DOJ SS 8572).

Mandated reporters may obtain copies of the above form either from the district or the local child protective agency. 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.

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter;
- b. The child's name and address, present location, and, where applicable, school, grade, and class;
- c. The names, addresses, and telephone numbers of the child's parents/guardians;
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child; and/or
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

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

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

3. 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 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 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.

Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Legal Responsibility and Liability[SA2]

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.

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.

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 knows or should know that the designated person failed to make the report, that person then has a duty to do so.

The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3) [3]

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall

inform him/her, before the interview takes place, of the following legal requirements (Penal Code 111174.3):

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall[SA4] be held at a time during school hours when it does not involve an expense to the school. (Penal Code 111174.3)

Release of Child to Peace Officer or Child Protective Services Agent

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

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 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 shall seek legal counsel in connection with either the suspension or dismissal of the employee.

Parent/Guardian Complaints

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

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

(cf. 1312.1 - Complaints Concerning District Employees)

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

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

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

these new employees with a copy of Penal Code 11165.7, 11166, and 11167.
(Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

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

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

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

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

Instruction on Child Abuse and Neglect[SA5]

The district's instructional program will include age-appropriate and culturally sensitive child abuse prevention curriculum, explaining a student's right to live free of abuse and including:

1. Instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly;
2. Information of available support resources;
3. Where to obtain help and disclose incidents of abuse; and
4. Age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention (Note: Upon written request of a student's parent/guardian, the student will be excused from taking such instruction). Ed Code 51900.6

cf. 6142.8 - Comprehensive Health Education

cf. 6143 - Courses of Study

Adopted: July 5, 2000
Revised: June 13, 2018

Suspension and Expulsion Policies

CA Codes (edc:48900-48926) EDUCATION CODE
SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (r), inclusive:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) 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 pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- 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 or private property.
- h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription medications.
- 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 supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to be substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit sexual assault.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the

prescription drug Soma.

- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' 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.
 - 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.
 - 2. "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image
 - ii. A post on a social network Internet Web site including, but not limited to:
 - 1. Posting to or creating a burn page. "Burn page" means An Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph
 - 3. "Credible impersonation" means to knowingly and without consent impersonates a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - 1. Notwithstanding paragraph (1) and subparagraph (A),

an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

2. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- a) While on school grounds.
- b) While going to or coming from school.
- c) During the lunch period, whether on or off the campus.
- d) During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- a) Causing serious physical injury to another person, except in self-defense.
- b) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- c) Unlawful possession of any controlled substance, as defined under Ed. Code.
- d) Robbery or extortion.
- e) Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- b) Brandishing a knife at another person
- c) Unlawfully selling a controlled substance as defined by Education Code

- d) Committing or attempting to commit a sexual assault as defined in the Education Code

48900.2.

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3.

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4.

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7.

- a. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.
- b. For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably

to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Staff Notification of Dangerous Students

EC 49079 requires teacher notification of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate.

PIEDMONT UNIFIED SCHOOL DISTRICT

Board Policy

BP 5145.3

Students

NON-DISCRIMINATION and HARASSMENT

The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, against any anyone, based on the student's actual or perceived race, color, ancestry, national origin, immigration status, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a group with one or more of these actual or perceived characteristics.

While sexual harassment and sexual violence are forms of discrimination and discriminatory harassment on the basis of sex, this policy shall *not* be used to address sexual harassment or sexual violence complaints. All sexual harassment and sexual violence reports or complaints involving students shall be addressed through BP 5145.7 and BP/AR 1312.3.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Though an incident of alleged harassment, intimidation, and/or bullying as defined within this policy may occur off campus, if the effects of the off-campus incident result in harassment, intimidation, or bullying at school or a school activity that is sufficiently serious to interfere with or limit the targeted student's ability to participate in or benefit from the education program, the school shall respond promptly and effectively to investigate the complaint, determine what happened, eliminate any harassment that occurs at school or a school activity, prevent its recurrence, and address its effects. Such response may include discipline of the alleged harasser in accordance with applicable law and as provided in Board Policy (BP) and Administrative Regulation (AR) 5144. Other possible responses include, but are not limited to, those listed in AR 1312.3.

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

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

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include ineligibility for certain activities, suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Appropriate educational and/or disciplinary action shall depend on the circumstances involved. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

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

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

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

(cf. 5144 - Discipline)

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

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

(cf. 5145.2 - Freedom of Speech/Expression)

The Board of Education designates the following employee to receive and investigate complaints of discrimination, hate-motivated incidents and hate crimes, hazing, harassment, (including sexual harassment), intimidation, bullying, or cyberbullying, and ensure District compliance with law:

Director of Curriculum and Instruction
760 Magnolia Avenue, Piedmont, CA 94611
(510) 594-2686
cwozniak@piedmont.k12.ca.us

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of 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

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

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

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

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

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Discrimination, March 2017

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

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

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr>

ADOPTED: July 5, 2000

REVISED: December 10, 2003

REVISED: June 23, 2004

REVISED: September 26, 2007

REVISED: September 24, 2008

REVISED: January 26, 2010

REVISED: December 1, 2015

REVISED: June 13, 2018

PIEDMONT UNIFIED SCHOOL DISTRICT

Administrative Regulation

AR 5145.3

Students

NON-DISCRIMINATION AND HARASSMENT

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual or perceived race, color, ancestry, immigration status, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at:

(Education Code 234.1; 5 CCR 4621)

District Coordinator and Compliance Officer

Director of Curriculum and Instruction

760 Magnolia Avenue, Piedmont, CA 94611

(510) 594-2686

cwozniak@piedmont.k12.ca.us

Definition of Discrimination, Harassment, Hazing, Intimidation, and Misconduct

Discrimination, harassment, intimidation, or means any gesture or written, verbal or physical act that causes or threatens to cause bodily harm or emotional suffering which takes place on school property, at any school-sponsored function, or on the way to or from school, or on a school bus, that is one or more of the following:

1. Acts motivated by any actual or perceived characteristic, such as ethnic group, religion, gender, gender identity or expression, sexual orientation, ancestry, immigration status, national origin, color, race, or

mental, physical or sensory handicap, or by any other distinguishing characteristic;

2. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law.
3. Acts that a reasonable person should know, under the circumstances, will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his /her person or damage to his/her property, to include extortion;
4. Acts that a reasonable person should know, under the circumstances, will have the effect of harming the property of a teacher, administrator, staff member, or any other person in the District authorized to transact business or perform services on behalf of the District, or placing that person in reasonable fear of harm to his /her person or damage to his/her property;
5. Acts that have the effect of insulting, demeaning, or ridiculing any student or group of students in such a way as to cause substantial disruption in, or substantial interference with the orderly operation of the school.
6. Acts that have the effect of insulting, demeaning, or ridiculing any teacher, administrator, staff member, or any other person in the District authorized to transact business or perform services on behalf of the District or group thereof in such a way as to cause substantial disruption in, or substantial interference with the orderly operation of the school; or
7. Acts include those directed against someone because of their association or affinity with anyone who exhibits or is believed by the offender to exhibit any distinguishing characteristic protected by this policy, or in retaliation for their objection to or reporting of such misconduct.

Definition of Hazing

Hazing includes any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause, bodily danger, physical harm, or

personally degradation or disgrace resulting in physical or mental harms, to any pupil or other person attending any school in the state. The term hazing does not include customary athletic events or other similar contests or competitions (Education Code Section 32051).

Definition of Transgender and Gender-Non Conforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7) corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

Definition of Misconduct

For economy of writing and ease of reading, the term “misconduct” is introduced below. For purposes of this policy, “misconduct” means Discrimination, Intimidation, Bullying, or Cyberbullying.

Type of Behavior Expected from Each Student

The Board of Education expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities. Conduct must show a proper regard for the rights and welfare of other students and school staff, for the educational purpose underlying all school activities, and for the care of school facilities and equipment. The Superintendent or designee shall ensure that students receive age-appropriate information related to these issues.

The District prohibits active or passive support for discrimination, hate-motivated incidents and hate crimes, hazing, harassment, sexual harassment, intimidation, bullying or cyberbullying. The District encourages support for students who do not participate in these acts, and expects students to report to the designated authority when they witness such an incident. Failure of a student to report an act may result in disciplinary action.

Procedures for Reporting Acts of Discrimination, Hazing, Harassment, Intimidation, or Misconduct

All students should report incidents that they experience or observe that they believe violate this policy as soon as is reasonably possible (within 24 hours) to the principal or the principal’s designee, even if the victim has not complained. All other members of the school community, including students, parents, volunteers and visitors, are encouraged to report any act that may be a violation of this policy.

At each school, the principal or designee is responsible for receiving complaints alleging violations of this policy. The reporting party is encouraged to use the District’s Uniform & General Complaint Form, which is available from the principal of each site or at the school district office, or on the District’s Internet site at www.piedmont.k12.ca.us. However, oral reports will also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Information related to a complaint shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

The principal and/or designee is responsible for determining whether an alleged act constitutes a violation of this policy. Within 24 hours of receiving a report, the principal or designee shall forward the complaint itself or a transcription of the oral report to the District’s Compliance Officer. In so doing, the principal and/or designee shall conduct a prompt, thorough and complete investigation of the alleged incident.

Complaints against a student can be directed to the site administrator, who will follow the same process. Within 24 hours of receiving a report, the site administrator shall forward the complaint itself or a transcription of the oral report to the District's Compliance Officer.

Complaints against administrators or staff can be directed to the Superintendent or designee, who will follow the same process. Within 24 hours of receiving a report, the Superintendent or designee shall forward the complaint itself or a transcription of the oral report to the District's Compliance Officer.

Complaints against the Superintendent can be directed to the Board of Education, who will follow the same process. Within 24 hours of receiving a report, the Board of Education or designee shall forward the complaint itself or a transcription of the oral report to the District's Compliance Officer.

Procedures for Reporting Acts of Discrimination Against Transgender and Gender-Non Conforming Students

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's wellbeing. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. **Accessibility to Sex-Segregated Facilities,[2] [3] Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intramural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with

his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.
6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

Investigation of Complaints at School (Site-Level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of misconduct. In so doing, he/she shall talk individually with:
 - a. The student who is complaining within two (2) school days of receiving the complaint
 - b. The target of the misconduct, if different from the person who is complaining within five (5) school days of receiving the complaint
 - c. The person accused of misconduct

- d. Anyone who saw the misconduct take place
 - e. Law enforcement agency, as necessary
 - f. One or more teachers or staff members whose knowledge of the students involved may help to evaluate the situation.
 - g. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, identify and request the presence of others who witnessed the incident, and to present any other information or evidence of the misconduct, and put his/her complaint in writing.
 3. The person who is the subject of the complaint shall have an opportunity to describe the incident, to request the presence of others who witnessed the incident, and to present any other information or evidence.
 4. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 - a. The Superintendent or designee, including compliance officer;
 - b. The parent/guardian of the student who complained;
 - c. The parent/guardian of the person accused of misconduct;
 - d. A teacher or staff member whose knowledge of the people involved may help in determining who is telling the truth;
 - e. Anyone mentioned as having related information;
 - f. Child protective agencies responsible for investigating child abuse reports, if necessary;
 - g. Law enforcement agency responsible for investigating criminal activity, if necessary;
 - h. Legal counsel for the District;
 5. When the victim and/or the student who complained agree along with the person accused of misconduct, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The victim and student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
 6. The principal or designee shall tell the student who complained that he/she has the right to file a formal complaint at any time in accordance

with the District's uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.

7. In reaching a decision about the complaint, the principal or designee may take into account:
 - a. Statements made by the persons identified above
 - b. The details and consistency of each person's account
 - c. Evidence of how the complaining student reacted to the incident
 - d. Evidence of past instances of misconduct prohibited by this policy by the accused person
 - e. Evidence of past complaints of misconduct that were found to have been unfounded.
8. To judge the severity of the misconduct, the principal or designee may take into consideration:
 - a. How the misconduct affected one or more students' safety, well-being or education; or how the misconduct affected the safety and well-being of a teacher, administrator, any other staff member, or any other person in the District authorized to transact business or perform services on behalf of the District
 - b. The type, frequency, pattern, violence and duration of the misconduct
 - c. The number of persons involved
 - d. The age, maturity and sex of the person accused
 - e. The subject(s) prompting the misconduct
 - f. The place and situation where the incident occurred
 - g. Other incidents at the school, including incidents of misconduct
 - h. According to the misconduct, a report may be obtained from the appropriate law enforcement agency
9. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
10. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If he/she verifies that misconduct occurred, this report shall describe the actions he/she took to end the misconduct, address the effects on the victim, and prevent retaliation or further misconduct.
11. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the victim or the person who complained has been further discriminated against, by misconduct prohibited by this policy, or by retaliation for the initial complaint. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Remedial Action

The District will consider the following factors in determining the appropriate response to students who commit or participate in one or more acts of misconduct:

1. developmental and maturity levels of the parties involved
2. levels of harm
3. surrounding circumstances
4. nature of the behaviors
5. past incidences or past or continuing patterns of behavior
6. relationships between the parties involved
7. context in which the alleged incidents occurred

Consequences and appropriate remedial action for students who commit misconduct that violates this policy may range from positive behavioral interventions up to and including suspension or expulsion.

Retaliation for Reporting Misconduct

The District prohibits reprisal or retaliation against any student, or any participant in the complaint process who reports misconduct prohibited by this policy.

False Accusation of Misconduct

Consequences and appropriate remedial action for a student found to have falsely accused another of misconduct prohibited by this policy range from positive behavioral interventions up to and including suspension or expulsion.

Enforcement

The Superintendent or designee shall take appropriate actions to reinforce the District's policy against misconduct. As needed, these actions may include any of the following:

1. All misconduct involving damage to property, such as graffiti, shall be photographed immediately and archived, prior to be removed. The Superintendent or designee may report the activity to the appropriate legal authorities.
2. Providing student counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The District shall also provide counseling, guidance and support, as necessary, to the students who are the victims of hate-motivated behavior or who make complaints about such behavior.
3. Notifying parents/guardians
4. Notifying child protective services for investigating child abuse reports

5. Notifying law enforcement agency for investigating hate crimes or sexual harassment/sexual violence that constitutes a crime.
6. Taking appropriate disciplinary action up to and including suspension or expulsion. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint which he/she knew was not true.

Civil Law Remedies

A victim (and in some circumstances a complainant) may pursue available civil law remedies outside of the District's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR Section 4622.

Annual Notification

The Superintendent or appropriate designee shall provide annually, at the beginning of the school year to students and their parents/guardians, the rules of the District regarding student conduct which shall:

1. Describe student responsibilities, including the requirements for students to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority;
2. Address appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success;
3. Explain student rights;
4. Be displayed in a prominent location near each school principal's office (Education Code Section 231.5);
5. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code Section 231.5);
6. Identify disciplinary sanctions and due process.

(BP/AR 6163.4, "Acceptable Use of Technology – Students and Employees," and BP 5131, Conduct")

LEGAL REFERENCES:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex, especially:

220-221.1 Gender, gender identity and gender expression

221.7 School-sponsored athletic programs; prohibited sex discrimination 230 Particular practices prohibited

32261 Right to attend safe schools, free from the misconduct addressed in this policy 35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students 48908 Duties of students

48900-48925 Grounds for suspension or expulsion; sexual harassment 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

48980 Notice at beginning of term 49020-49023 Athletic programs

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.6, 422.7, 422.75 Liability for crimes based on discriminatory intent, including hate crimes

UNITED STATES CODE

18 USC 245 Federally Protected Activities

20 USC 1681-1688 Title IX, 1972 Education Act Amendments

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

CODE OF FEDERAL REGULATIONS

34 CFR 104.7 Person Responsible for Overall Implementation of Title IX 34 CFR 106.8 Person Responsible for Overall Implementation of Title IX CODE OF REGULATIONS, TITLE 5

300-307 Duties of pupils

COURT DECISIONS

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503
Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Governance and Policy Services
Policy Brief, July 2007

Protecting Our Schools: Governing Board Strategies to Combat School Violence,
1999 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Digital Discipline: Off-Campus Student Conduct, the First Amendment and Web
Sites, School Law in Review, 2001

NATIONAL SCHOOL SAFETY CENTER PUBLICATIONS

Set Straight on Bullies, 1989

CSBA: <http://www.csba.org>

California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>
California Department of Education, Safe Schools Office:
<http://www.cde.ca.gov/ls/ss> Center for Safe and Responsible Internet Use:
<http://csriu.org> and <http://cyberbully.org> National School Boards Association:
<http://www.nsba.org>

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

U.S. Department of Education: <http://www.ed.gov>

U.S. Office of Juvenile Justice and Delinquency Prevention:
<http://www.ojjdp.ncjrs.org> (11/02 3/04) 7/07

Adopted: July 5, 2000

Revised: December 10, 2003

Revised: June 23, 2004

Revised: September 26, 2007

Revised: September 24, 2008

Revised: January 26, 2010

Revised: December 1, 2015

Revised: June 13, 2018

Dress Code Policy

The expectation at PMS Middle School is that all members of this community enter the campus wearing school appropriate clothing. Following the PMS Dress Code shows respect for our learning environment, respect for students and staff, and respect for one's body.

Failure to adhere to these expectations requires that students change clothing and may result in the administrative actions such as warnings, detention, Saturday school, etc....

- Students are not permitted to wear clothing that could potentially detract from the learning environment of the school.
- Clothing with objectionable or obscene words or pictures are not to be worn.
- Clothing with alcohol or tobacco advertising is not to be worn.
- Clothing with suggestive gang/drug or signs is not to be worn.
- Low-cut tank tops, tube tops, tops that show bare midriffs, tops with spaghetti straps less than 1 in. wide, cut off jerseys, or see through tops are not to be worn.
- Undergarment straps must not be visible.
- Hats or hoods should not be worn indoors unless for medical or religious reasons.
- If the length of either skirt or shorts is questionable, the administration will make the decision if the item is appropriate.
- Cut-off shorts are not allowed.
- Pants must be worn securely at the waistline or top of the hipbone. No sagging pants and no underwear showing.
- Hairnets, bandanas, swimsuits, overly loose clothing, and overly large tank tops.
- Students are expected to do their grooming at home or in the restrooms.

If a student is sent to the office with inappropriate clothing and the school cannot reach the parent/guardian, he/she may be asked to wear his/her PE uniform for the rest of the day and/or a T-shirt from the office. Continued violation of the dress code will result in notification and further discipline

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include plans for:

1. Identifying the population of people with disabilities. See student IEP, 504 or Individualized Student Health Plan.
2. Determining proper signage and equipment.
3. Training staff to assist individuals with disabilities.
4. Coordinating with emergency response personnel.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

- PMS Outside Courts
- Witter Soccer field

C. Evacuation Routes

Refer to the attached school map at the conclusion of this document, which identifies evacuation routes during emergency evacuations. Staff members that have students with disabilities need to ensure those students receive proper evacuation.

School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

“Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.”

B. Notification to Students and Parents

Education Code 35291:

1. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
2. The discipline policy shall be reviewed annually with input from the discipline team, site administrators, campus security, staff, students, and parents.

C. **Site Discipline.** A copy of the school discipline plan is distributed to parents/students on the first day of school or on the first enrollment day.

D. **Staff Training.** All school personnel review the emergency procedures annually at the beginning of the new school year.

Drills – Routine and Emergency

It is imperative to practice routine and emergency drills with staff and students. A trained response will expedite the response action, thus reducing risk and the possibility of injuries and/or loss of life.

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.

Drop Procedure

As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school year in elementary schools and at least once a year in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin DROP, COVER and HOLD. Refer to the DROP, COVER, and HOLD procedure under Response Actions.

An EVACUATION OF BUILDING should NEVER be automatic during a drill. It is important to practice evacuations and non-evacuations.

Predetermined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

The principal or designee shall keep a copy of each drill conducted on the After Action Report form and file a copy with the Superintendent / designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm or PA announcement can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loudspeaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.

Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

The principal or designee shall keep a copy of each drill conducted on the After Action Report form and file a copy with the Superintendent / designee.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are

reported to the attendance office.

Lockdown / Reverse Evacuation / Shelter in Place Drills (Active Shooter / Threat)

Lockdown, Reverse Evacuation, and Shelter in Place drills involve more pre-planning and organization than conducting other drills. All schools should conduct a Lockdown (Reverse Evacuation – for those outside) and Shelter in Place drill. If possible, Drills should be scheduled with the local police department. (PPD)

There are a number of steps that are recommended in the Active Shooter / Threat Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting to review expectations and standards for Lock Down under Response Actions.
2. Send a follow-up reminder email to your staff.
3. Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

Standards for a Successful *Lockdown / Reverse Evacuation / Shelter in Place Drill:*

The Lockdown / Shelter in Place announcement can be heard by all staff and students.

Orderly Lockdown, Reverse Evacuation (for those outside), Shelter in Place begins immediately.

- For those inside, classrooms and offices, the room / building should be secured within 60 seconds.
- For those outside, the Reverse Evacuation (Reverse Lockdown) procedure is followed and the total exposure outside is minimal.

Your assessment team has ensured the entire campus is secured and that all Lockdown / Reverse Evacuation / Shelter in Place procedures were followed.

Teachers have taken roll once the drill has concluded. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

After Action Report

An After Action Report is a document detailing and evaluating the actions previously taken by a group or individual as part of a goal-oriented exercise or drill, series of exercises or drills, or an actual critical incident. School Districts often compile and review such reports to determine how they can maximize the success of its operations.

After Action Reports assist the school / school district to improve its performance by documenting successes, improvements needed, infrastructure needs, and changes in procedures. It is always important to provide an accurate assessment. The person preparing the report should analyze everyone's performance during the exercise, focusing on both the problem areas and successes.

If possible, follow up with employees regarding the assessment and solicit feedback and document or summarize the feedback.

Outline a recommended plan for implementing improvements. Include action items, the party responsible for carrying out each and the expected time frame for completion.

It is important to retain copies of all After Action Reports for at least 10 years. After Action Reports can be subpoenaed if a problem arises and can assist in mitigation.

The following is a template for the After Action Report.

Emergency Drill Reporting / After Action Report

By Crisis Management Solutions LLC



School:	Date:	
District:	School ID #:	
Person Completing Report and Title:	# of Students:	
	# of Staff:	

Attach to this form a list of all staff who participated in the drill, and any visitors participating.

Time Alarm Sounded:	Time Drill Concluded:	Time to Evacuate: (fire evac drills only)
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Type of Drill:	Type of School:	Weather Conditions:
<input type="checkbox"/> Lockdown <input type="checkbox"/> Shelter-in-Place <input type="checkbox"/> Reverse Evacuation <input type="checkbox"/> Bomb Threat <input type="checkbox"/> Fire / Evacuation <input type="checkbox"/> Earthquake <input type="checkbox"/> Medical Emergency <input type="checkbox"/> Weather Emergency <input type="checkbox"/> Other: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> K-8 <input type="checkbox"/> K-12 <input type="checkbox"/> Alternative School <input type="checkbox"/> Other: _____	<input type="checkbox"/> Clear <input type="checkbox"/> Cloudy <input type="checkbox"/> Raining <input type="checkbox"/> Rain and wind <input type="checkbox"/> Windy <input type="checkbox"/> Snow / Sleet <input type="checkbox"/> Hail
Participants: (check all that apply)	Notification / Alert Method:	Situation at Start of Drill:
<input type="checkbox"/> School Administrators <input type="checkbox"/> Teachers / Para educators <input type="checkbox"/> Custodial Staff <input type="checkbox"/> Students <input type="checkbox"/> School Security Officers <input type="checkbox"/> Law Enforcement <input type="checkbox"/> Fire Department <input type="checkbox"/> Emergency Medical Services <input type="checkbox"/> County Emergency Mgmt. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Bell or Buzzer <input type="checkbox"/> Enhanced Alert System <input type="checkbox"/> Intercom <input type="checkbox"/> Phone <input type="checkbox"/> Voice Notification <input type="checkbox"/> Siren <input type="checkbox"/> Other: _____	<input type="checkbox"/> Before School <input type="checkbox"/> During Class Time <input type="checkbox"/> Passing Time <input type="checkbox"/> Recess <input type="checkbox"/> Lunch Time <input type="checkbox"/> Assembly <input type="checkbox"/> After School <input type="checkbox"/> Other: _____
School Mapping System:	Staff previously trained on emergency procedures this year?	Students previously trained on emergency procedures this year?
<input type="checkbox"/> Mapping system used <input type="checkbox"/> Mapping system not used	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Incident Command System Used?	Incident Commander:	Operations Chief:
<input type="checkbox"/> Yes <input type="checkbox"/> No		

Emergency Drill Reporting / After Action Report



Narrative (summarize report):

Feedback (summarize feedback from involved):

Recommendations: (document all recommendations and reason(s))

Improvement: (Include action items, who is responsible to carry out improvement(s), and timeframes for completion)

Conclusion:

Emergency Drill Reporting / After Action Report



Problems Encountered: (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Congestion in hallways | <input type="checkbox"/> Radio communication problems |
| <input type="checkbox"/> Alarm not heard | <input type="checkbox"/> Network / computer problems |
| <input type="checkbox"/> Students unsure of what to do / proper | <input type="checkbox"/> Noise impedes communications |
| <input type="checkbox"/> Staff unsure of responsibilities / response | <input type="checkbox"/> Students not out of sight (lockdown drill) |
| <input type="checkbox"/> Weather-related problems | <input type="checkbox"/> Long time to evacuate building |
| <input type="checkbox"/> Unable to lock doors | <input type="checkbox"/> Students not serious about drill |
| <input type="checkbox"/> Windows not covered | <input type="checkbox"/> Frightened students (lockdown drill) |
| <input type="checkbox"/> Windows left open | <input type="checkbox"/> Improper or unavailable supplies |
| <input type="checkbox"/> Doors left open | <input type="checkbox"/> Confusion |
| <input type="checkbox"/> Lights left on | <input type="checkbox"/> Doors or Exits blocked |
| <input type="checkbox"/> Students not accounted for / attendance | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Difficulties with evacuation of disabled | <input type="checkbox"/> Interagency miscommunications |
| <input type="checkbox"/> students or staff | <input type="checkbox"/> Incident command problems |
| <input type="checkbox"/> Unable to access school mapping system | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Students unaccounted for (note # below) | _____ |

Extenuating Circumstances / Identified Factors / Special Conditions Simulated:

Mitigation / Plans for Improvement: (check all that apply and explain below)

- | | |
|--|---|
| <input type="checkbox"/> Additional staff training | <input type="checkbox"/> Cooperative planning with responders |
| <input type="checkbox"/> Additional student training | <input type="checkbox"/> Revised emergency procedures |
| <input type="checkbox"/> Address need for additional equipment | |
| <input type="checkbox"/> Improved emergency supplies | |

Explain corrective efforts here:

Response Actions

Calypso System

This screenshot shows the 'Alerts' page in the frontrow conductor interface. The left sidebar contains navigation options: Tasks (Bells, Alerts, Intercom, P.A., Control), Configuration (Devices, Zones, Schedules, Calendar), and Tools. The main content area is titled 'Alerts' and includes tabs for 'Emergencies', 'Emergency over', and 'Test Emergencies'. The 'Alerts' tab is active, displaying a list of active emergency actions:

- Lockdown (Magnolia Corridor)
- Shelter in Place (Magnolia Corridor)
- Lockdown (PHS)
- Shelter in Place (PHS)
- Earthquake (PHS)
- Evacuate Building (PHS)

This screenshot shows the 'Alerts' page in the frontrow conductor interface. The left sidebar is identical to the first screenshot. The main content area is titled 'Alerts' and includes tabs for 'Emergencies', 'Emergency over', and 'Test Emergencies'. The 'Alerts' tab is active, displaying a list of 'All Clear' actions:

- All Clear Everywhere (Magnolia Corridor)
- All Clear (PHS)
- Stop District Stream

This screenshot shows the 'Alerts' page in the frontrow conductor interface. The left sidebar is identical to the previous screenshots. The main content area is titled 'Alerts' and includes tabs for 'Emergencies', 'Emergency over', and 'Test Emergencies'. The 'Test Emergencies' tab is active, displaying a list of test actions:

- Test Lockdown (Magnolia Corridor)
- Test Shelter in Place (Magnolia Corridor)
- Test Lockdown (PHS)
- Test Shelter in Place (PHS)
- Test Earthquake (PHS)
- Test Evacuate Building (PHS)

Stand by Alert

This action is used to alert the staff and students and place them on Stand By until further instructions.

Announcement

If time permits, the Incident Commander will make the following announcement on the PA system or other communication systems (i.e. phone, email, messenger, etc.).

“ATTENTION PLEASE. STAND BY FOR ADDITIONAL INFORMATION. STAND BY FOR ADDITIONAL INFORMATION.”

Description of Action

If inside, teachers will hold students in classrooms until further instructions.

If outside, teachers will assemble students into a single location.

For all situations, remain on Standby until further instructions or an All Clear signal is given.

Drop, Cover, and Hold

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

Announcement

The Incident Commander will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

“ATTENTION PLEASE. DROP, COVER AND HOLD. DROP, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW.”

Description of Action

If you are inside a building:

Stay where you are until the shaking stops. Do not run outside. Do not get in a doorway as this does not provide protection from falling or flying objects, and you may not be able to remain standing.

Drop down onto your hands and knees so the earthquake doesn't knock you down. Drop to the ground (before the earthquake drops you!)

Cover your head and neck with your arms to protect yourself from falling debris.

- o If you are in danger from falling objects, and you can move safely, crawl for additional cover under a sturdy desk or table.
- o If there is low furniture or an interior wall or corner nearby, and the path is clear, these may also provide some additional cover.
- o Stay away from glass, windows, outside doors and walls, and anything that could fall, such as light fixtures or furniture.

Hold on to any sturdy covering so you can move with it until the shaking stops. Stay where you are until the shaking stops.

If getting safely to the floor to take cover won't be possible:

Identify an inside corner of the room away from windows and objects that could fall on you. The Earthquake Country Alliance advises getting as low as possible to the floor. People who use wheelchairs or other mobility devices should lock their wheels and remain seated until the shaking stops. Protect your head and neck with your arms, a pillow, a book, or whatever is available.

If you are outside when you feel the shaking:

If you are outdoors when the shaking starts, move away from buildings, streetlights, and utility wires. Once in the open, “Drop, Cover, and Hold On.” Stay there until the shaking stops. This might not be possible in a city, so you may need to duck inside a building to avoid falling debris.

If you are in a moving vehicle or bus when you feel the shaking:

If you are in a moving vehicle, stop as quickly and safely as possible and stay in the vehicle.

Avoid stopping near or under buildings, trees, overpasses, and utility wires.

Wait until the ground movement stops and check for injuries.

Be aware of aftershocks, downed wires, or roads blocked by debris.

Proceed cautiously once the earthquake has stopped.

Avoid roads, bridges, or ramps that the earthquake may have damaged.

The Bus Driver is legally responsible for the welfare of student riders.

Room Clear

This action is used after the decision is made to rapidly and/or orderly clear students and staff from a classroom, office, cafeteria, gymnasium, or other space.

This is extremely helpful when you are rapidly moving students from one area to another designated area. This response is also useful during situations; such as, an out of control subject, intoxicated subject, or a medical emergency.

Announcement

The Incident Commander will make the following announcement on the PA system or directly to the affected room. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

“ATTENTION PLEASE. ROOM CLEAR.”

Description of Action

The Incident Commander will direct the best means to exit the affected area and proceed to a pre-designated safe location. This may include another classroom, office, cafeteria, gymnasium, or other space.

Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.

Evacuation of Building

This action is used after the decision is made that it is unsafe to remain in the building.

Announcement

The Incident Commander will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

“ATTENTION PLEASE. EVACUATE THE BUILDING. EVACUATE THE BUILDING.”

Description of Action

Evacuate the building(s) using designated routes to the assigned Assembly Area. Once assembled, stay in place until further instructions.

If the designated evacuation route is unsafe, use an alternate route to get to the Assembly Area.

Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in their designated area.

Off-Site Evacuation

This action is used after the decision is made that it is safer to leave the campus than to remain on site.

Announcement

The Incident Commander will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

“ATTENTION PLEASE. OFF-SITE EVACUATION WHEN DISMISSAL BELL RINGS. OFF-SITE EVACUATION WHEN DISMISSAL BELL RINGS.”

Description of Action

The Incident Commander will direct the best means to evacuate the campus and proceed to a pre-designated safe location. This may include school buses, cars, or walking.

Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.

Teachers will direct students to the designated off site evacuation location.

Reverse Evacuation (Reverse Lockdown)

This action is used to rapidly and safely move people inside a facility when it would be dangerous to remain outside. Reverse Evacuations occur during a Shelter In Place or Lockdown. Reverse Evacuation is appropriate when:

- People are located outside, such as on the playgrounds, on the sports field, on the blacktop, or at an outdoor event.
- The danger necessitates a school lockdown or shelter in place, such as an active shooter, armed intruder, a threat in the surrounding community, or hazmat situation.
- The threat or danger is a safe distance away that allows you access into a building or structure for safety. If it is safe to do so, you should attempt to get students into a classroom or building (multi-purpose room, cafeteria, library, or office) and follow lockdown procedures.

Reverse evacuation is most commonly used before / after school, during breaks / passing periods, during lunch, or when classes are outside, such as, physical education (PE)

Reverse evacuations are very difficult because you must secure your classroom or building at some point and deny entry to students and staff.

This action should be evaluated during a school lockdown and if appropriate, should be taken.

If it is not safe to reverse evacuate, then refer to the “If Outside” section of the “**Lockdown**” procedure.

Shelter in Place

This action is used after a decision is made that being indoors would provide a greater level of protection to students and staff.

A Shelter in Place may be used at any time during the following:

When Law Enforcement or Police activity is occurring near, adjacent to, or in the vicinity of the school and such activity may compromise the safety of students and staff

During a Hazmat situation, such as a gas leak, chemical release / spill / exposure

Dangerous animal on or near school grounds

Announcement

The Incident Commander will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

“ATTENTION PLEASE. SHELTER IN PLACE. DO NOT LEAVE THE BUILDING. DO NOT LEAVE THE BUILDING. IF YOU ARE OUTSIDE, MOVE INSIDE. ADDITIONAL INFORMATION TO FOLLOW.”

Description of Action

If inside:

Keep students in classrooms pending further instructions.

If outside, direct students into the nearest classroom or school building. Consider the proximity of the identified hazard. If necessary, proceed to an alternative indoor location. A room of a building located upwind of the identified hazard is preferred and ideal.

Secure and lock all doors

Close all windows and window coverings

Account for all students

Do not allow anyone to leave the secure room until ALL CLEAR message is received.

Students should take their seats and lessons can continue until the SHELTER IN PLACE response is lifted.

Passing periods and lunch should be disregarded until SHELTER IN PLACE

If outside:

Reverse Evacuate - Attempt to get into nearest building and secure in that building (Refer to Reverse Evacuation)

- If entire classroom is in unassigned classroom, notify school administration of your location
- If a student gets separated from class, get into the nearest classroom and have staff member notify student's teacher of student's location.

If unable to get into a classroom or building, proceed to the office.

School Lockdown

This action is used when a threat of violence, armed intruder, gunfire, or active threat/shooter is present, and it is necessary to prevent the perpetrator(s) from entering.

Announcement

The Incident Commander will make the following announcement on the PA system. Also if known, communicate the suspect(s) location(s). If the PA system is not available, use other means of communication, (i.e. email, calling trees, or as a last resort send messengers to deliver instructions, etc.).

“ATTENTION PLEASE. INITIATE LOCKDOWN. REPEAT, INITIATE LOCKDOWN.”

Description of Action

Lockdown

Procedures to secure and fortify your building or classroom should be made. The key is to prevent threats from entering your building or classroom. You cannot rely only on securing your building or classroom. You must continuously consider other options to protect yourself and your students. Refer to the OPTIONS for CONSIDERATION.

***1. Site Principal or Admin to determine severity of threat or be directed by PUSD superintendent or by PPD to order a campus lockdown.*

2. Site Principal or Admin to immediately use card key at any wireless electronic lock (do not use fence gate electronic locks, they are not wirelessly controlled) present card key to wireless lock and hit 911. All exterior doors equipped with wireless locks will activate. (locks will blink red and beep for 30 seconds when initially placed into lockdown) Once the 911 lockdown has been activated, all staff card keys will no longer open the doors.

3. A designated door attendant will be stationed at an exterior door to facilitate a reverse lockdown of all kids and staff located on the playground or on the exterior of the bld

4. The Site Principal or Admin will initiate the lockdown announcement via Calypso paging system or lockdown button located at the Admins desk site control station (lockdown button to automatically activate PUSD Infinite Campus-IC text/e-mail notification of parents, staff & community) (if the Calypso button is not used, PUSD IT to explain parent, staff, & community notification protocol reminding them not to travel to the campus until the all clear is issued. PUSD IT to explain all clear parent, staff & community all clear protocol)

5. The Site Principal or Admin, to notify PPD of lockdown by calling 911 or PPD at 510-420-3000 (ability to swipe card key and enter 911 into the electronic locking system is limited to Superintendent, Principals, all directors except athletic director, all site principals and their admins-one per site, all head custodians and all maintenance personnel.)

(Electronic Wireless Lock Spec: Trilogy PDL 6500 ETPDLN: After all clear, to release wireless locks, present card key and hit 123, locks will then return to the programmed open and close times)

(Site Principal to determine if needed: After lockdown is initiated, instead of designating a door attendant, establish safe harbor locations where staff can enter with their card key-mainly referring to PHS, MHS, PMS with PE Hill travel time)

(The 911 function limits the locking of all exterior doors to each elementary school site. The 911 function, when activated at PHS, PMS or MHS, locks all exterior doors at all campuses including the PHS Witter Field House. NOTE: AHT, Shipping & Receiving/Adult Ed and the Maintenance bld's as of 6/23/17, do not have wireless electronic locks)

(During lockdown, PPD and PFD will have access inside every bld via the grand master hard key located within the Knox Box located at the entrance of each site) (PPD also has a copy of the Grand Master Key, allowing access into every door, district wide)(Director of Facilities, Pete Palmer, delivered the Grand Master Key to the PPD Chief Jeremy Bowers on Friday, March 24th, 2017)

IF INSIDE, staff members are to:

Lock doors and sit/lie on the floor away from doors and windows; consider spreading out in the room, using cover and concealment. Also consider hiding behind desks, cabinets, and in closets.

Close any shades and/or blinds if it appears safe to do so.

Turn off the lights.

Consider barricading the door with heavy furniture / objects.

Once room is secured, do not answer or open door.

Do not allow anyone to leave secure room until ALL CLEAR message is received.

Remain concealed until police or a recognized staff member assures it is safe to unlock the doors.

Do not use cell phones or computers until directed to do so, unless notifying police or relaying vital information.

Be as quiet as possible.

Consider arming yourself with objects in the room to protect yourself against the shooter (i.e., stapler, tape dispenser, cell phone, any blunt heavy object)

If able, without giving away your position, call the police or call or text a friend to let them know where you are located.

IF OUTSIDE, staff members are to:

Get low & look for cover and a place to conceal yourself.

- o Low crawl if necessary.

Look for an open room and lock yourself inside; such as:

- o Classroom

- o Bathroom
- o Closet
- o Office

Remain calm and stay quiet

If able, w/o giving away your position, call the police or call or text a friend to let them know where you are located.

If possible and unable to get into a concealed location, refer to the RUN / HIDE / FIGHT portion of this procedure.

Reverse Evacuation (Reverse Lockdown)

If your class is outside during a lockdown, or if a lockdown is initiated before / after school, during lunch, during passing periods, or recess:

During a lockdown, if you can safely **reverse evacuate**, you should do so. Reverse evacuate means you should attempt to get students into a classroom or building (multi-purpose room, cafeteria, library, or office) and follow lockdown procedures. Reverse evacuations are very difficult because you must secure your classroom or building at some point and deny entry to students and staff.

If you are unable to **reverse evacuate** during a lockdown or you are unable to get into a building/room prior to it being secured, refer to OPTIONS FOR CONSIDERATIONS.

Alert Authorities

During an active threat it is imperative to immediately call 9-1-1 and notify law enforcement. Provide the following:

Provide nature of emergency / threat

Number of suspects

Location of suspect(s)

Direction suspect(s) was last seen

Weapons used / seen

Provide any updates or dynamic intelligence (something you see or hear) if safe to do so.

Update

Continuously communicate with staff and provide updates if available. Remember that during critical incidents information and details may not be reliable. Details as to the suspect(s) or threat(s) may allow you to alter your course of action. Provide staff with the following, if it is safe to do so:

Location of suspect(s) or threat(s)

Number of suspects

Description of suspects

Weapons used / seen

Direction suspect(s) was last seen

Options for Consideration

(Are not designed to be sequential but rather to be utilized dynamically in each unique situation)

Barricade

If you are secured in a building or classroom, consider barricading any entry/exit point, and/or window(s). Use any furniture or heavy objects to prevent / deny entry.

Move

Consider moving to another location that may be more secure or provide additional protection if you can do so without jeopardizing your current lockdown position. If you feel that you can safely move to another location, consider locations that provide the following:

- Layers of safety (such as: adjoining room, interior closet, bathroom)
- Location that has less windows or entry points into a room
- Location that provides better escape

Evacuate

If the situation presents itself, evacuate yourself and/or others from danger. Retreat to a safe location to remove yourself and/or others from danger

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be present
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

Run

If you are NOT in a secured location or your location is compromised, you should create distance by running away from the threat(s)

Run in a direction that quickly removes you from the view from the threat(s)

Consider trying to get off campus to a safe location

Have an escape route and plan in mind

Evacuate regardless of whether others agree to follow

Leave your belongings behind

Help others escape, if possible

Prevent individuals from entering an area where the active shooter may be present

Keep your hands visible

Follow the instructions of any police officers

Do not attempt to move wounded people

Call 911 when you are safe

Hide

Attempt to get to a location that provides protection and/or concealment. Once you have escaped danger or are out of danger, you should:

Find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- o Be out of the active shooter's view
- o Get low and look for a location to conceal yourself
- o Provide protection if shots are fired in your direction (i.e., an office, bathroom, or closet with a closed and locked door)
- o Not trap you or restrict your options for movement
- o Consider moving to a new location

If you are unable to get to a concealed or secure location, run to a remote area and/or flee from danger

If able to do so and without giving away your position, call/text the police or someone you know to let them know where you are located

Think outside the box

Consider unconventional thinking to protect you and your students. Sometimes this creative thinking not only saves lives, but also can incapacitate a threat. Constantly think about what you could do, with what you have available. Thinking outside the box could include the following:

- Create barriers

- Place furniture in abstract locations that may confuse a suspect(s)

- Consider alternative means to distract or incapacitate the suspect(s)

Fight

As a last resort, and when your life is in imminent danger, attempt to disrupt and/or incapacitate the suspect by acting with aggression and committing to your actions. Consider throwing hard objects (improvised weapons); such as a paperweight, stapler, three hole punch, or any hard object. Another last resort option is to attack the suspect(s) with improvised weapons. Remember that force in numbers will have a greater chance to overcome and incapacitate the suspect(s).

All Clear

This action is used after the decision is made that normal school operations can resume.

Announcement

The Incident Commander will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. email, calling tree, send messengers to deliver instructions, etc.).

BELL WILL RING “ATTENTION PLEASE. ALL CLEAR. ALL CLEAR. THANK YOU.”

Description of Action

This action signifies the emergency is over.

If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

Intruder Alert All Clear

This action is used after the decision is made that normal school operations can resume.

Announcement

The Incident Commander will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

BELL WILL RING "ATTENTION PLEASE. ALL CLEAR. ALL CLEAR. THANK YOU."

Description of Action

This action signifies the emergency is over.

If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

Parent Alert

In the event of an emergency that effects the safe operation of the school, the Incident Commander will designate the following:

The administrative assistant will activate emergency voice notification system.

The School Districts' technology-based parent notification and school-to-home communication system will be activated. This system will allow the Incident Command Team the ability to send communications to identified parents and faculty.

The School District's notification system will be utilized to provide communications to parents during emergency response situations on site. Under the Incident Commander's direction, the Site Public Information Officer will be responsible for developing outgoing messages (email or phone message, whichever is appropriate for the given situation) and transmitting them to the parent community.

In the event that the School District's notification system is not functional, the site Public Information Officer and site staff, designated by the Incident Commander to assist, will contact parents via phone and or email with information provided in the Student Emergency Form.

Student Release/ Parent Process of Pick-up

In the event of the disaster or local emergency, the District's custodial responsibility of students may be extended beyond the range of normal operating hours. The following guidelines are to be followed for the release of students, unless otherwise direct by the Police Department:

Guardians will present Student Attendance/ Release Team member with a picture ID.

Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.

Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort student to the pick-up area.

Upon reunification of student with guardian, instruct guardian to sign Emergency Student Release Log sheet entry of student indicating release of student.

If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

Reunification

After a mass casualty or critical incident it is important to quickly reunite survivors with their loved ones. The District's custodial responsibility of students may be extended beyond the range of normal operating hours. When it is necessary to perform an off campus evacuation, the following guidelines are to be followed for the release of students, unless otherwise direct by the Police Department:

The Incident Commander will designate an off-campus reunification location.

Security and supervision will be in place prior to any students being transported to the off site location.

Transportation services will be contact and arranged by the Incident Commander.

If necessary, counselors should be contacted and respond to the reunification site.

The following protocols should be followed: Protocols for notification, information release, orderly check-in, check-out, record keeping, and release of minors to adults.

The Student Attendance / Release Team should be in place prior to student arriving.

Guardians will present Student Attendance/ Release Team member with a picture ID.

Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.

Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort student to the pick-up area.

Upon reunification of student with guardian, instruct guardian to sign Emergency Student Release Log sheet entry of student indicating release of student.

If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

After a critical incident, you should remember the incident might be criminal and investigated by law enforcement. If it is an active investigation, witnesses and victims may need to be contacted by law enforcement delaying the reunification. Witnesses and victims may need to be separated to keep the integrity of the investigation.

School Closure

In the event that an emergency incident has rendered the site inoperable and uninhabitable, the Site Incident Commander will consult with the Superintendent with an update on the status of the site and situation. After conferring and receiving instructions from the Superintendent to close the school site:

During school hours with staff and students on site:

Site Incident Commander will activate the Off-Site Evacuation Response.

Site Incident Commander or will Activate Parent Notification System to alert parents of new location of student assembly.

Update District EOC or District Public Information Officer of new student assembly area.

After school hours with staff and students off site:

Site Incident Commander will alert Command Team and Activate School District's Parent Notification System to school closure.

Information Provided to Police Dispatcher or 911 Operator

When reporting an emergency to law enforcement it is important to provide as much information as possible. Allow the call-taker to be in control of the conversation and ask the questions. Remember to remain calm. Officers are often responding even though you are still providing information to the call-taker. Below is some of the information that must be provided depending on the nature of the emergency.

Address and location of incident

Nature of emergency, threat (i.e. armed intruder, active threat/shooter, suspicious package, bomb threat)

Precise location of the threat, intruder, active threat/shooter, suspicious package, bomb threat

Number of suspects, if more than one

Physical description of suspects(s) (describe race, gender, height, weight, build, hair color / style / length, facial hair, clothing head to toe, and anything that stands out; such as, tattoos, hat, glasses, disguise.

Number and type of weapons held by the active threat/shooter

Number of potential victims at the location

Possible lookouts

Suspicious vehicle(s) that may belong to the suspect(s)

Emergency Procedures

Earthquake

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. Depending on fault lines and seismic activity, some locations are at a greater risk for earthquakes.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

	Earthquake Size Descriptions	
Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.

Upon the first indication of an earthquake, teachers should direct students to Drop, Cover, and Hold and follow the DROP, COVER, and HOLD Response Action. Follow the additional procedures listed below for all earthquake events:

Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards. When the shaking stops, the Incident Commander will issue the All Clear Response. Use designated routes and proceed directly to the assembly area. Teachers shall notify the Student Attendance/Release Team of missing students.

The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.

Warn all school personnel to avoid touching fallen electrical wires.

First Aid Team will check for injuries and provide appropriate first aid.

The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.

If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the school buildings, if needed.

The Incident Commander will contact the Office of the District Superintendent to determine if additional actions are deemed necessary.

In the event an earthquake occurs during non-school hours:

The Incident Commander and Identified Maintenance/ Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the District Superintendent and city/county building inspector to determine if the school should be closed.

If the school must be closed, notify staff members and students as identified in School Closure Response Procedure.

Evacuation:

An EVACUATION OF BUILDING should ***NEVER*** be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Predetermined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

Fire on School Grounds

In the event of a fire on school grounds, the following procedures should be implemented:

Upon discovery of a fire, direct all occupants out of the building and report the fire to the Incident Commander.

The Incident Commander will immediately issue the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the Assembly Area. Teachers will take the student roster and take attendance to account for students. Teachers will notify the Student Attendance/Release Team of missing students.

The Incident Commander will call "911" to provide the exact location (e.g., building, room, area) of the fire or suspected fire.

The Security Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

Search and Rescue Leader will direct the fire department to the fire and brief fire department official on the situation.

The Facilities Team will notify the appropriate utility company of damages.

The Incident Commander will notify the District Superintendent's Office and Maintenance and Operations of the fire.

If appropriate the Incident Commander will implement the PARENT ALERT SYSTEM.

For any fires on campus, the Incident Commander and District Superintendent will determine whether the school will resume operations and/ or open the following day.

Fire in Surrounding Area

In the event of a fire in the surrounding area, the following procedures should be implemented:

The Incident Commander will initiate the appropriate immediate response actions, which may include: STAND BY ALERT, SHELTER-IN-PLACE, EVACUATION OF BUILDING or OFF-SITE EVACUATION.

The Incident Commander will call "911" to provide the exact location (e.g., building, room, area) of the fire.

The Incident Commander will activate the Security Team to secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

The Incident Commander will work with the fire department to determine if school grounds are threatened by the fire, smoke, hazardous atmospheres, or other conditions. The Incident Commander or designee will maintain open communication with the fire department.

If the Incident Commander issues the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the Assembly Area. Teachers will take the student roster and take attendance to account for students. Teachers will notify the Student Attendance/Release Team of missing students.

The Incident Commander will keep a battery-powered radio tuned to a local radio station for emergency information.

In the event of a loss of water or other utilities, the Incident Commander will refer to the Power Outage/ Loss of Utilities Procedure.

If appropriate, the Incident Commander will implement the PARENT ALERT SYSTEM

The Incident Commander will notify the Superintendent, and Maintenance and Operations of the emergency situation.

Explosion / Bomb Threat

There are three possible scenarios involving the explosion/ bomb threat. Determine which scenario applies and implement the appropriate response procedures described below.

Explosion on school property
Explosion or credible bomb threat in surrounding area.
Bomb threat on school property

Explosion on School Property

Upon explosion and depending on the proximity of the explosion and affected area(s) all persons should: DROP, COVER, AND HOLD, or EVACUATE BUILDING.

The Incident Commander will consider the possibility of another imminent explosion and take appropriate action.

After the blast / explosion, the Incident Commander will initiate another Response Action, which may include: SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.

If the explosion occurred within the school buildings, the Incident Commander will issue EVACUATE BUILDING action to the affected building or entire school. Students and staff will evacuate using prescribed routes and proceed to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.

During an EVACUATE BUILDING, teachers and staff should be aware of the possibility of secondary Improvised Explosive Device (IED).

If a suspicious package or suspected IED is located, teachers should change their evacuation route and immediately notify the Incident Commander.

The Incident Commander will call "911" to provide the exact location (e.g., building, room, area) and nature of emergency.

If appropriate, the Incident Commander will implement the PARENT ALERT SYSTEM.

If necessary and deemed safe to do so, the Incident Commander will direct the Search and Rescue Team to suppress fires and rescue personnel. (Incident Commander should wait for verification or all clear of additional threats of explosion from first responders)

The Facilities Team will notify the appropriate utility company of damages.

The Incident Commander will notify the District Superintendent and Maintenance and Operations of the situation.

The Security Team Leader will post guards safe distance away from the building entrance to prevent persons entering the school building.

The Incident Commander will issue other instructions as needed.

Explosion or Threat of Explosion in Surrounding Area

The Incident Commander will order SHELTER IN PLACE.

The Incident Commander will call “911” to provide the exact location (e.g., building, room, area) and nature of emergency.

Incident Commander will instruct all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice.

The Incident Commander will issue other instructions as needed.

All students and staff will remain in SHELTER IN PLACE until further instructions are provided.

Bomb Threat on School Property

Treat each and every bomb threat seriously. Bomb threats are most often received by telephone, email, text message, social media, handwritten notes, and writings on objects; such as, walls or structures.

The Incident Commander will initiate appropriate Response Actions, which may include DROP, COVER, AND HOLD, SHELTER IN PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.

If the Incident Commander issues the EVACUATION OF BUILDING action, the front office secretary (if possible) will forward the site’s main phone line to the pre-recorded emergency outgoing message. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the assembly area. Teachers will take the student roster and take attendance to account for students. Teachers will notify the Student Attendance/Release Team of missing students.

If the bomb threat is specific to an area, that information will be relayed to students and staff so that evacuation routes may be altered and secondary

routes will be used. It is imperative, while evacuating, to look for suspicious packages or secondary Improvised Explosive Devices (IED's)

The Incident Commander will call "911" to provide the exact location (e.g., building, room, area) and nature of emergency.

Incident Commander will instruct (if possible) all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice.

If necessary, the Incident Commander will direct the Search and Rescue Team to suppress fires and rescue personnel (if possible and equipped to do so).

The Facilities Team will notify the appropriate utility company of damages.

The Incident Commander will notify the District Superintendent and Maintenance and Operations of the situation.

The Incident Commander will issue other instructions as needed.

Received Telephone Bomb Threats

Treat each and every bomb threat seriously.

In the event a bomb threat is received via telephone, it is imperative the receiving caller keep the suspect on the telephone line as long as possible, listen carefully, ask key questions, and complete the Bomb Threat Checklist.

Bomb threats received by phone:

Remain calm

Keep the caller on the line for as long as possible

DO NOT HANG UP, even if the caller does

If possible attempt to record the conversation on a recording device, such as a digital recorder or cellular phone

Listen carefully

Be polite and show interest

Try to keep the caller talking to learn more information

If possible, write a note to a colleague to call the authorities

If your phone has a display, copy the number and/or letters on the window display

Complete the Bomb Threat Checklist immediately

Write down as much detail as you can remember

Try to get exact words

Immediately upon termination of the call, do not hang up, but from a different phone, contact Law Enforcement immediately with information and await instructions.

Ask the following key questions:

How many bombs are there?

Where is the bomb(s) located? (Building, Floor, Room, etc.)

When will it go off?

What does it look like?

What kind of bomb is it?

What will make it explode?

Did you place the bomb(s)? (Yes / No)

Why?

What is your name?

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice Background Sounds: Threat Language:

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Accent | <input type="checkbox"/> Animal Noises | <input type="checkbox"/> Incoherent |
| <input type="checkbox"/> Angry | <input type="checkbox"/> House Noises | <input type="checkbox"/> Message read |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Kitchen Noises | <input type="checkbox"/> Taped |
| <input type="checkbox"/> Clearing throat | <input type="checkbox"/> Street Noises | <input type="checkbox"/> Irrational |
| <input type="checkbox"/> Coughing | <input type="checkbox"/> Booth | <input type="checkbox"/> Profane |
| <input type="checkbox"/> Cracking voice | <input type="checkbox"/> PA system | <input type="checkbox"/> Well-spoken |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Conversation | |
| <input type="checkbox"/> Deep | <input type="checkbox"/> Music | |
| <input type="checkbox"/> Deep breathing | <input type="checkbox"/> Motor | |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Clear | |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Static | |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Office machinery | |
| <input type="checkbox"/> Female | <input type="checkbox"/> Factory machinery | |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Local | |
| <input type="checkbox"/> Lisp | <input type="checkbox"/> Long distance | |
| <input type="checkbox"/> Loud | | |
| <input type="checkbox"/> Male | | |
| <input type="checkbox"/> Nasal | | |
| <input type="checkbox"/> Normal | | |
| <input type="checkbox"/> Ragged | | |
| <input type="checkbox"/> Rapid | | |
| <input type="checkbox"/> Raspy | | |
| <input type="checkbox"/> Slow | | |
| <input type="checkbox"/> Slurred | | |
| <input type="checkbox"/> Soft | | |
| <input type="checkbox"/> Stutter | | |



Homeland Security

Suspicious Object / Package / Device

Suspicious packages on or near school grounds are objects, packages, and/or devices, where the identity of the owner are not known coupled with suspicion that the object, package, or device may pose a threat to the school. Police should be immediately notified and are responsible for investigation of the suspicious object, package, or device. If needed, police will notify the Explosive Ordnance Disposal for further investigation or detonation of the object.

When a suspicious object is located these principles should be immediately applied:

Isolate – Do not move suspicious object. Keep staff and students a safe distance from object. .

Contain – If possible, set up a perimeter around the suspicious object a safe distance away. Attempt to keep students and staff from entering the affected area.

Evacuate – Evacuate all students, staff, and occupied classrooms and offices a safe distance from the affected area.

If suspicious package is inside or in close proximity to a building or structure:

Shut down all equipment in the immediate area and HVAC systems (heating, ventilation, and air conditioning).

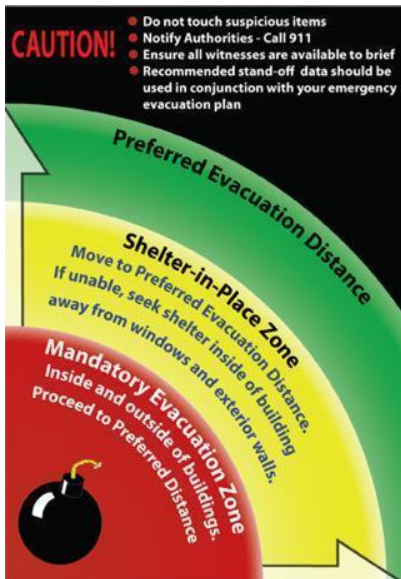
DO NOT








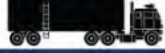
Use 2-way radios or cellular phones – radio signals have the potential to detonate a bomb

Touch or move suspicious packages

Activate the fire alarm

Refer to the chart below from Homeland Security for bomb threat stand-off distances.



Threat Description		Explosives Capacity	Mandatory Evacuation Distance	Shelter-in-Place Zone	Preferred Evacuation Distance
	Pipe Bomb	5 lbs	70 ft	71-1199 ft	+1200 ft
	Suicide Bomber	20 lbs	110 ft	111-1699 ft	+1700 ft
	Briefcase/Suitcase	50 lbs	150 ft	151-1849 ft	+1850 ft
	Car	500 lbs	320 ft	321-1899 ft	+1900 ft
	SUV/Van	1,000 lbs	400 ft	401-2399 ft	+2400 ft
	Small Delivery Truck	4,000 lbs	640 ft	641-3799 ft	+3800 ft
	Container/Water Truck	10,000 lbs	860 ft	861-5099 ft	+5100 ft
	Semi-Trailer	60,000 lbs	1570 ft	1571-9299 ft	+9300 ft

Intruder on School Grounds

An intruder on school grounds is defined as an unknown, unauthorized, and/or unwanted subject on school grounds that MAY or MAY NOT pose a threat to the school. The person has no justification for being on the school campus. Intruders are committing the crime of Criminal Trespass.

If the person does not appear to be a threat and you feel comfortable approaching the person(s), you should consider the following:

Take another staff member with you prior to contacting the intruder.

Advise someone in the office that you are going to contact the intruder.

Have a form of communications, such as a 2-way radio so you can provide updates.

Have the intruder kept under constant observation.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask the intruder for their purpose for being on the school campus.

If they have justification for being on campus direct them to the office for assistance.

If the intruder does not have a justification to be on the campus, you should consider the following:

If the intruder is not armed or threatening, advise the intruder of the trespass laws.

Immediately ask the intruder to leave and instruct them to the nearest exit point.

Escort the intruder off school grounds.

Notify the office / School Administration so that they can assess and monitor the situation.

If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and School Administration.

If the intruder is armed or threatening, you should do the following:

Retreat to a position of safety

Immediately notify the office / School Administration

Initiate a School Lockdown

Call 9-1-1 or have another person call for you

Threat of Violence / Weapons on Premises

In the event of a hostile or potentially threatening event, staff should take reasonable steps to calm and control the situation. If the threat or perpetrator is in your immediate area and you are not able to LOCKDOWN or initiate a LOCKDOWN, you should immediately Isolate and Evacuate all non-involved pupils and staff from the person and notify the Incident Commander. The school should immediately be locked down, controlling all student and staff movement.

Implement the following procedures to control and contain the situation.

The Incident Commander will initiate the appropriate Immediate Response Actions, which may include LOCKDOWN, REVERSE EVACUATION (REVERSE LOCKDOWN), EVACUATE BUILDING, or OFF-SITE EVACUATION.

Staff should attempt to isolate perpetrator from students, if it is safe to do so.

The Incident Commander will call “911” and provide the exact location on campus and the nature of the emergency.

If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.

If the perpetrator is a student, DO NOT notify the perpetrators family. Collect the family contact information and give it to the police upon their arrival on the scene. Family members may provide useful information on handling the situation.

The Incident Commander will notify the District Superintendent of the situation.

Refer media inquiries to the designated Public Information Officer.

The Police Department will control all points of entry.

The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Active Shooter / Active Threat

Refer to the LOCKDOWN procedure and Options for Consideration.

If you are outside during a LOCKDOWN, refer to the REVERSE EVACUATION procedure.

In the event of an Active Shooter / Active Threat on the campus or in the vicinity of the campus, a LOCKDOWN should be immediately implemented if possible. Staff should take reasonable steps to calm and control the situation.

Implement the following procedures to attempt to control and contain the situation:

The Incident Commander or Designee will initiate a LOCKDOWN.

If you are outside when a LOCKDOWN is initiated, you should Reverse Evacuate (Reverse Lockdown). Refer to the REVERSE EVACUATION (Reverse Lockdown) procedure under Response Actions. Also refer to the Options for Considerations under the LOCKDOWN procedure for additional information.

If the threat or perpetrator is in your immediate area / vicinity and you are not able to LOCKDOWN (get into a secure classroom or building) you should immediately attempt to flee to a safe location / get out of danger.

Staff should attempt to isolate the perpetrator from students, if it is safe to do so.

The Incident Commander or Designee will call "911" and provide the exact location on campus and details of the active shooter / active threat.

The Incident Commander should provide Law Enforcement with updates when they are available.

The Incident Commander should, if it is safe to do so, provide Law Enforcement with a first responder kit, which at minimally includes the following:

- o 3-5 sets of master keys / proximity keys on lanyards
 - o Floor plans and/or blueprints
 - o Utility shut-off tools
 - o School 2-way radio
- o Staff and students should follow the direction of any Law Enforcement personnel on scene.

- Staff should check for injuries and provide appropriate first aid.
- Staff should take attendance and account for any students missing and additional students that may be in the classroom or under their control.
- When safe to do so, Staff should report attendance to the Incident Commander or Designee.
- Any affected areas will not be reopened until Law Enforcement provides clearance and the Incident Commander issues authorization to do so.
- The Incident Commander will notify the District Superintendent of the situation as soon as practical.

After the threat has been stopped or neutralized and Law Enforcement has deemed the campus clear, the following should occur:

The Incident Commander will initiate a SHELTER IN PLACE until a plan has been made to resume school activities or the situation necessitates an OFF-SITE EVACUATION.

- If the school has been declared safe and school activities are to resume, the Incident Commander will initiate an INTRUDER ALL CLEAR. Refer to the corresponding Response Action.
- If circumstances dictate an off-site evacuation, the Incident Commander, in collaboration with Law Enforcement, will consider an appropriate Reunification site.
- After the logistics for supervision and transportation are in place, The Incident Commander will initiate an OFF-SITE EVACUATION. Refer to the corresponding Response Action.

The Incident Commander will ensure that all staff and students are a safe distance away from any affected areas.

The Search and Rescue Team will search for unaccounted students and staff. If they find anyone needing medical assistance they will initiate first aid and notify the First Aid Team.

The First Aid Team will check injuries to provide appropriate first aid and triage if needed, and direct medical personnel to anyone needing assistance.

The Student Supervision Team will prepare to escort and receive the students at the Reunification site. The Student Supervision Team will continue to supervise the students until they are released to an authorized parent or guardian.

The Student Attendance / Release Team will conduct a headcount and notify the Incident Commander of missing students and staff. Members will maintain a record of students accounted for throughout the duration of the reunification process. Members will also coordinate the release of students to authorized parents or guardians and maintain documentation of student whereabouts and releases.

The Security and Facilities Teams will secure the campus to prevent unauthorized access.

The Crisis Response Team will convene onsite or offsite and begin the process of counseling and recovery as appropriate.

Refer media inquiries to the designated Public Information Officer.

Hostage Situation

Hostage situations are very unpredictable and unstable. Staff members should set the example if placed in this unfortunate situation. Your survival is key and you should consider the following:

If you are able to safely do so, notify 9-1-1 or the school administration to report the emergency. Consider keeping the phone line open so the person on the other end can have first hand knowledge of what is going on, however, be cautious not to do this at the risk of agitating the hostage taker(s)

Maintain a low-key, non threatening posture. Control compulsive behaviors, remain calm, follow instructions, and make minimal eye contact.

Say as little as possible if questioned by the hostage taker and avoid make suggestions. Do not engage in a conversation or try to persuade the hostage taker to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The hostage taker is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The hostage taker may perceive himself/ herself as being sane.

Follow the rules given by the hostage taker(s). It is best to comply with demands unless you have a clear reason for not doing so, such as a personal dignity or for security reasons.

Win your hostage taker(s) respect. Be stoic as possible and maintain an outward face of acceptance.

Avoid outward signs of fear.

Keep your mind active, be aware of what is being said, and be aware of your surroundings.

Maintain hope and try to stay positive.

Do not try to take matters into your own hands.

Students should be told not to whisper to one-another, laugh, or to make fun of the hostage taker(s). Remember, the hostage taker is disturbed and possibly mentally ill, and more than likely paranoid. Whispering or laughter may be perceived by the hostage taker(s) as being directed at him or her.

If gunfire erupts, staff and students should seek cover or begin fleeing from danger.

Unrest (Riot)

In the event of a hostile or potentially threatening event, staff should take reasonable steps to calm and control the situation. If weapons are involved and/or other significant threats are anticipated, do not approach or disarm the threat. Immediately isolate all non-involved pupils and staff from the person and notify the Incident Commander. The school should immediately be secured, controlling all student and staff movement.

Implement the following procedures to control and contain the situation.

Onsite

The Incident Commander will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, REVERSE LOCKDOWN, SECURE BUILDING, EVACUATE BUILDING OR OFF-SITE EVACUATION

Staff should attempt to isolate perpetrator from students, if it is safe to do so.

The Incident Commander will call "911" and provide the exact location on campus and the nature of the emergency.

If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.

If the perpetrator is a student, DO NOT notify the perpetrators family. Collect the family contact information and give it to the police upon their arrival on the scene. Family members may provide useful information on handling the situation.

The Incident Commander will notify the District Superintendent of the situation.

Refer media inquiries to the designated Public Information Officer.

The Security Team will control all points of entry.

The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Off-Site

The Incident Commander will initiate the appropriate Immediate Response Actions, which may include STAND BY, DROP, COVER, AND HOLD, SHELTER-IN-PLACE, LOCKDOWN, REVERSE EVACUATE, SECURE BUILDING

The Incident Commander (or his/her designee) will call "911" and provide the exact location on campus and the nature of the emergency.

If approached by perpetrator (s) and immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate.

Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.

The Incident Commander will notify the District Superintendent of the situation.

Refer media inquiries to the designated Public Information Officer.

The Security Team will control all points of entry.

The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Power Outage / Black Out

In the event of loss of utilities at the school site, the following procedures should be implemented:

Upon notice of loss of utilities the Incident Commander will initiate appropriate immediate response actions, which may include STAND BY, SHELTER IN PLACE or EVACUATE BUILDING.

The Facilities Team will work with the utility company to determine the potential length of time services will be interrupted.

If the Incident Commander issues the EVACUATE BUILDING command, evacuate using prescribed routes or other safe routes and proceed directly to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers shall notify the Student Attendance/ Release Team of missing students.

The Incident Commander will notify the District Superintendent of the loss of utility service.

The Facilities Team will implement the following plans in the event normal utilities are disrupted.

Lost, Missing, Child Abduction, or Suspected Child Abduction

Any report of a lost, missing, child abduction, or suspected child abduction should be taken seriously and acted upon without delay. The school administration should be immediately notified.

Call Police Department / 9-1-1

Consider placing school on SHELTER IN PLACE.

Notify School District Office (Superintendent's office).

Confirm with ALL parents / guardians that no one had permission to pick-up the child.

Do a PA all-call for student

Coordinate a search for child:

- o Have staff physically search site (who might still be on school grounds)
- o Organize a search for the student and check all classrooms, buildings, bathrooms, surrounding areas and parks, etc.
- o Assign someone to mark all classrooms, buildings, bathrooms, etc., that have been searched and cleared.

Have a clerk check the sign out sheet in the front office to see if the student was signed out early.

Call the classroom teacher. Confirm the student's whereabouts or where the student was last seen.

- o If the student left at the conclusion of the school day, ascertain who the student may have left with or who they were last seen with.
- o Confirm what the student was wearing and how the student goes home each day (takes bus, walks alone, walks with friend(s), or gets picked up – and by who, if known).
- o Ask the classroom teacher for a list of closest friends.

Call all emergency contacts listed on the emergency card to ensure the student was not picked-up.

Call friends to see if student went home with someone without parental permission.

Check with bussing company to see if student may have boarded a bus. Provide description of student to bussing company.

Consider calling all students in the class.

Check after school daycare program.

Have a picture available to email/fax whenever possible.

If your school has surveillance cameras, review the surveillance video and have it available for law enforcement.

Contact administrators, counselors, teachers, support staff to see if they have any information that may assist in the investigation

Remain at school site until student is located or relieved by Law Enforcement.

Have person(s) reporting incident and witnesses remain at school until police speak them.

Notify Police Department, District Office, etc. once student is located.

Note:

If while speaking with a staff member, student, or other person and they report a suspicious circumstance or behavior related to the missing person or suspected abduction, write down the details they provide which should include:

Suspect(s) description:

- o Race, sex, height, weight, hair color and style, eye color, facial hair, build, any scars, tattoos, or piercings, unusual characteristics, and clothing.

Suspect vehicle description:

Color, year, make, model, license plate, unusual characteristics.

Location or direction last seen

Possible destination

Anything suspect said or was overheard

Anyone else that may have witnessed suspected abduction

Keep witnesses separated and at the scene until interview by Law

Provide Law Enforcement with the following:

List of reporting party(s) and all witnesses.

Current information on child, such as, name, date of birth, address, phone number(s), parents/legal guardians, and emergency contacts.

Description of child/clothing.

Time child was last seen, where and who with.

Possible destination(s) (if known).

Mode of transportation student travels home (pick-up by parent, guardian, friend, daycare provider, bus, or walks home), and/or path of travel.

Copy of emergency card (w/contact information).

List of students that associate with the missing person; include their addresses and phone numbers.

Provide any history of custody disputes, mental health history, reports of abuse, previous runaway reports.

Provide any information and details that have been reported to you thus far.

Suicidal / Danger to Self

Staff shall promptly report suicidal threats or statements to the principal or to a trained District counselor/psychologist, who shall promptly assess the level of threat and alert the student's parents/guardians as appropriate, remaining with the student until the parent or guardian arrives. If an administrator or trained personnel are not available, immediately call 9-1-1.

If a student is determined by trained personnel to be at imminent risk for a suicide attempt (shows clear and immediate intent to carry through with the act and outlines a clear and realistic plan), the following steps will be taken.

- The mental health professional will inform a site administrator about the emergency.
- The mental health professional will identify additional staff to assist with crisis intervention efforts. If a mental health professional is not available, a school nurse or administrator will be asked to assist.
- The intervention team will work together to identify the least traumatic procedure for guaranteeing the child is evaluated at an adolescent psychiatric inpatient facility or by a psychiatric professional at a hospital emergency department.
 - The first choice for transport will be the student's parent or guardian. The administrator or mental health professional will contact parents and direct them to transport their child immediately to an adolescent psychiatric inpatient facility. In advance, the administrator or mental health professional will call the hospital to ensure they have space available, should the child require a psychiatric hold.
 - When a parent cannot be reached or the mental health professional's judgment indicates that transport by the parents is not possible or is not in the best interest of the child, the local police or fire department will be contacted to request a transport to an adolescent psychiatric inpatient facility that already has been identified as having space available. Police and fire professionals will conduct their own suicide risk assessment before transporting the student. If the student will be transported by ambulance and appears to need continuous emotional support, the mental health professional may ride with the student to the psychiatric inpatient facility. Parents will be contacted and instructed to meet their child at the psychiatric inpatient facility.
 - Throughout this intervention, one member of the intervention team will continuously supervise the student to ensure his/her safety and provide emotional support.

When you are assisting someone who you feel may be suicidal, there are certain things you should do and certain things you should not. Here, briefly, are some of the **DOs** and **DON'Ts** of suicide prevention:

DOs

LISTEN to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.

OBSERVE the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

GET HELP by reporting suicidal threats or statements to the principal or to a trained District counselor/psychologist, or call 9-1-1. Clearly describe what is taking place and the location of the suicidal subject.

Never attempt to handle a potential suicidal subject by yourself.

STAY with the person. The person has placed trust in you, so you must help transfer that trust to the other person.

DON'Ts

Don't leave the person alone for even a minute.

Don't act shocked or be sworn to secrecy.

Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

If you believe or possibly believe a subject may be a danger to oneself or others, immediately call 9-1-1.

In some instances, a police officer may respond and assess the individual. If the officer believes the person is a danger to oneself or others, the officer will place the

subject into protective custody under 5150 Welfare and Institution Code. That individual will then immediately receive help and support.

Medical Emergencies

In the event of a medical emergency calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

Gently tilt the head back and lift the chin to open the airway.

Pinch the nose closed.

Give two slow breaths into the mouth.

Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.

If the procedure is done correctly, you should see the chest rise and fall.

To Stop Bleeding

Apply direct pressure to the wound. Wear protective gloves to prevent exposure.

Maintain the pressure until the bleeding stops.

If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.

If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment of Shock

Do whatever is necessary to keep the person's body temperature as close to normal as possible.

Attempt to rule out a broken neck or back.

If no back or neck injury is present, slightly elevate the person's legs.

Choking

Stand behind the person.

Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.

Grasp your fist with your other hand, and give an abdominal thrust.

Repeat until the object comes out.

If required, begin rescue breathing.

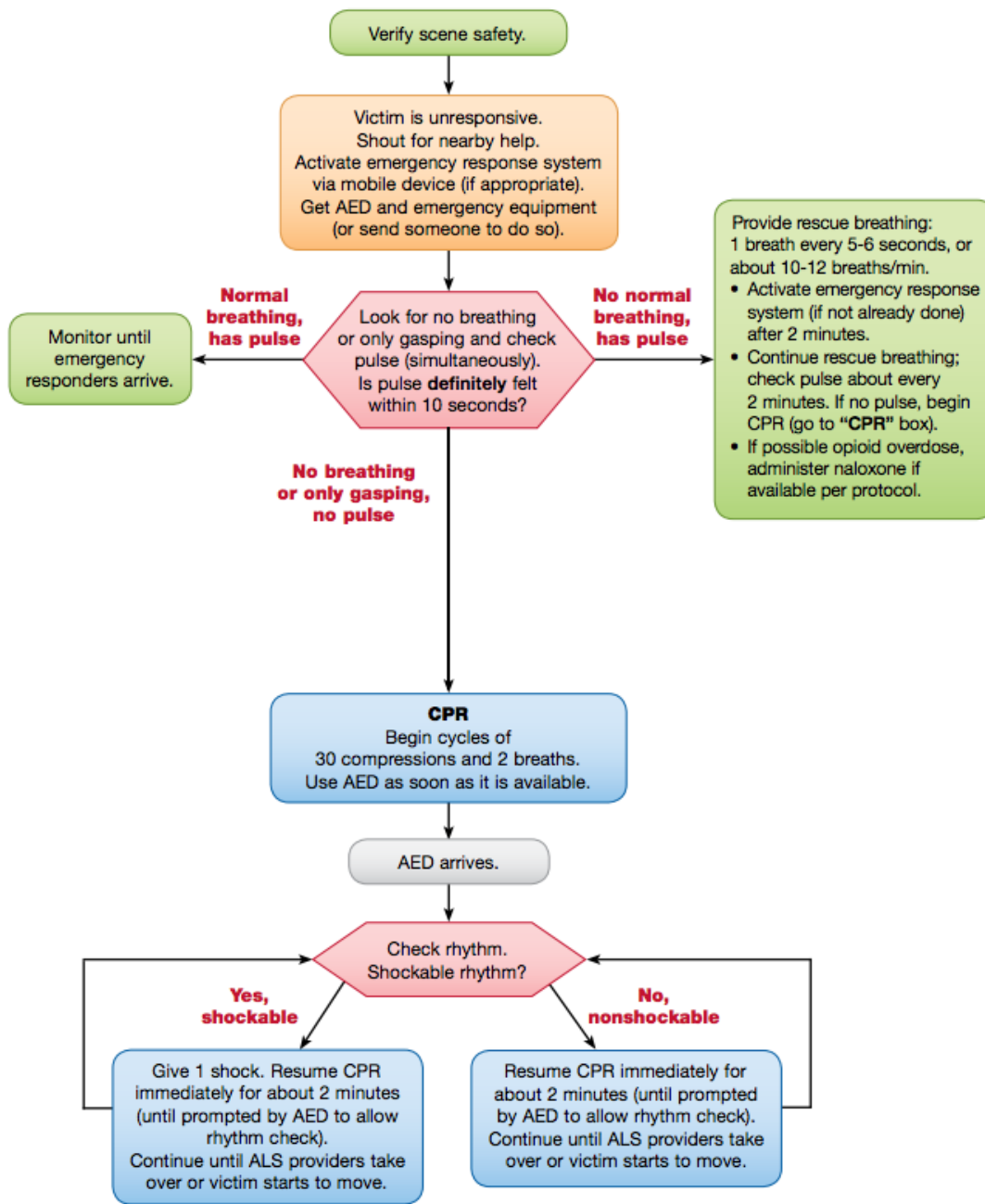
Cardiopulmonary Resuscitation (CPR)

Perform the following steps as recommended by the American Heart

Association, in combination with an AED (Automated External Defibrillator).

Always wear the necessary PPE (Personal Protective Equipment)

Refer to the charts on the following two pages for CPR and AED instructions depending age (Adult, Children, and Infant)



Detailed CPR instructions on following page

Component	Adults and Adolescents	Children (Age 1 Year to Puberty)	Infants (Age Less Than 1 Year, Excluding Newborns)
Scene safety	Make sure the environment is safe for rescuers and victim		
Recognition of cardiac arrest	Check for responsiveness No breathing or only gasping (ie, no normal breathing) No definite pulse felt within 10 seconds (Breathing and pulse check can be performed simultaneously in less than 10 seconds)		
Activation of emergency response system	If you are alone with no mobile phone, leave the victim to activate the emergency response system and get the AED before beginning CPR Otherwise, send someone and begin CPR immediately; use the AED as soon as it is available	Witnessed collapse Follow steps for adults and adolescents on the left Unwitnessed collapse Give 2 minutes of CPR Leave the victim to activate the emergency response system and get the AED Return to the child or infant and resume CPR; use the AED as soon as it is available	
Compression-ventilation ratio without advanced airway	1 or 2 rescuers 30:2	1 rescuer 30:2 2 or more rescuers 15:2	
Compression-ventilation ratio with advanced airway	Continuous compressions at a rate of 100-120/min Give 1 breath every 6 seconds (10 breaths/min)		
Compression rate	100-120/min		
Compression depth	At least 2 inches (5 cm)*	At least one third AP diameter of chest About 2 inches (5 cm)	At least one third AP diameter of chest About 1½ inches (4 cm)
Hand placement	2 hands on the lower half of the breastbone (sternum)	2 hands or 1 hand (optional for very small child) on the lower half of the breastbone (sternum)	1 rescuer 2 fingers in the center of the chest, just below the nipple line 2 or more rescuers 2 thumb-encircling hands in the center of the chest, just below the nipple line
Chest recoil	Allow full recoil of chest after each compression; do not lean on the chest after each compression		
Minimizing interruptions	Limit interruptions in chest compressions to less than 10 seconds		

Animal Disturbance

In the event of a perceived dangerous animal (i.e. dog, coyote, mountain lion) or any wild animal that may threaten the safety of staff and students, the following procedures should be immediately implemented.

Depending on the proximity and location of the animal disturbance all persons should: SHELTER IN PLACE, LOCKDOWN, REVERSE EVACUATE, or EVACUATE BUILDING.

Depending on the circumstances, the Incident Commander will consider the appropriate action.

The Incident Commander will notify the law enforcement agency and animal control.

- o Provide the nature of the emergency, the type of animal or description of the animal, and the animal's current or last location.

If the animal disturbance is within a school building(s), Incident Commander will issue EVACUATE BUILDING action to the affected room, building, or entire school. Students and staff will evacuate using prescribed routes and proceed to a designated building or area.

Upon discovery of the animal, staff members will attempt to isolate the animal from students if it is safe to do so.

If the animal is inside a building, students will remain outside until directed to proceed to another designated building.

- o It is suggested closing and locking doors and gates as a means to isolate the animal.

If a staff member or student is injured, the Incident Commander or Designee should call 9-1-1 and notify the school nurse.

- o Provide the number of people injured, the nature of the injuries, and the location of the injured.

Teachers shall bring the student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.

If need be, the Incident Commander will issue an OFF-SITE EVACUATION.

Biological or Chemical Release

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion as a nearby refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking, loss of coordination, or difficulties breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible situations involving the release of biochemical substances:

SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING

The Incident Commander will initiate the BUILDING EVACUATION emergency action. Staff will use designated routes or other alternative safe routes to an assembly area, located upwind of the affected room or building. Students and staff from the affected “contaminated” room need to be isolated from the rest of the school population.

The Incident Commander will direct a staff member to call 9-1-1 and the District Office.

The Incident Commander will instruct the Security Team to isolate and restrict access to potentially contaminated areas.

The Facility Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s HVAC system.

Persons who have come into direct contact with hazardous substances shall have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

The Search and Rescue Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Search and Rescue Team will provide the list to the IC and the emergency response personnel.

The Crisis Rapid Response Team will convene on site and begin the process of counseling and recovery

Any affected areas will not be reopened until the first responders or appropriate agency provides clearance and the Incident Commander gives authorization to do so

SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

The Incident Commander will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, if necessary, initiate the SHELTER IN PLACE or BUILDING EVACUATION response action.

The Security Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.

The Incident Commander will direct a staff member to call 911 and the District Office.

The Facility Team will turn off local fans in the area of the release, close the windows and doors and shut down the HVAC system.

Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

The Search and Rescue Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Search and Rescue Team will provide the list to the Incident Commander and the emergency response personnel.

Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the Incident Commander gives authorization to do so.

SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the Incident Commander will initiate SHELTER IN PLACE.

Upon receiving the SHELTER IN PLACE notification, the Facility Team will turn off local fans in the area; close and lock doors and windows; shut down

HVAC systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the Incident Commander, using the PA system or other means without leaving the building.

The Incident Commander will notify the District Office of the situation.

The Incident Commander will monitor local media outlets concerning the incident via the Internet, local radio station, or local television station.

The school will remain in a SHELTER IN PLACE condition until the first responders or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call 9-1-1

Poison Control Center Link Line 1-800-222-1222.

Take appropriate first aid measures.

Call parents

Notify the Health Services Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

Evacuate the immediate area of staff and students

Call 911 and report the incident

Determine whether to initiate SHELTER IN PLACE Protocol

Secure the area (block points of entry)

Identify the chemical and follow the procedures for that particular chemical.

Notify the Superintendent's Office and Maintenance

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Call 9-1-1

Report the emergency and then notify the Superintendent's Office and Maintenance with the following information:

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity

- o Description of potential hazards presented by the spill
- o Document time and date notification made
- o Other emergency responders (Highway Patrol, CALTRANS, etc.)
- o Locate a fire extinguisher and have present, should the need arise
- o Place reflective triangles or traffic cones if in street or highway.

DO NOT LIGHT FLARES!

If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a memo reporting the details of the incident to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call maintenance supervisor. The cleanup will be coordinated through a designated contractor.

Hazardous Substances

Hazardous Substances include the following, but are not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Brake Fluid
Airborne Gases/Fumes	

Always call for assistance and:

Extinguish all ignition sources

Shut off main emergency switch to fuel pump, if appropriate

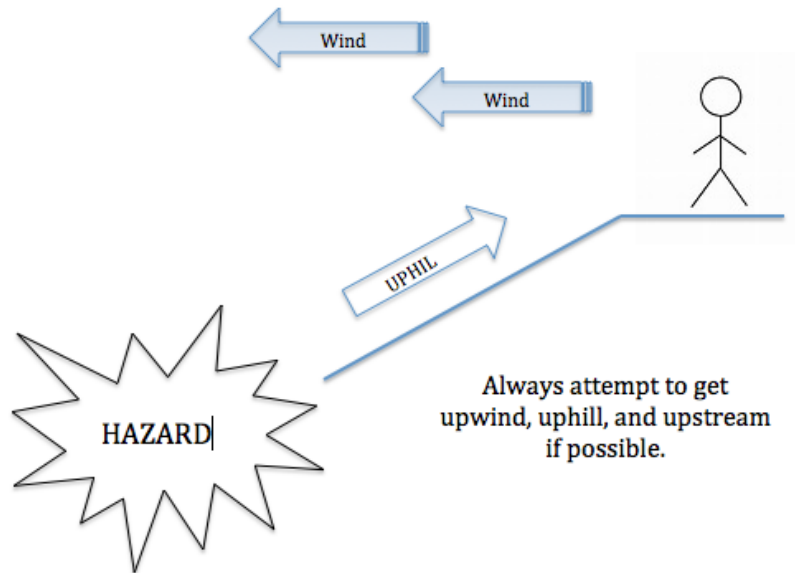
Move appropriate fire extinguishing equipment to area

If possible, contain the spill to prevent further contamination

Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the maintenance supervisor and/or the fire department

Chemical Spills and Hazardous Materials Precautions



Move uphill or upwind

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible. Notify the Superintendent's Office.

Motor Vehicle Crash

This procedure addresses situations involving a moderate to severe Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section Poisoning, Chemical Spill, Hazardous Material section of the Emergency Procedures. If a crash results in a utility interruption, refer to the Power Outage / Blackout section of the Emergency Procedures.

Procedure

The Incident Commander will initiate appropriate Immediate Response Actions, which may include DROP COVER HOLD, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

If the Incident Commander issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the assembly or evacuation site.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the assembly or evacuation site to account for students.

The Incident Commander will call 9-1-1 and provide the exact location (e.g., building, area) and nature of emergency.

The School Administrator will notify the Superintendent of the situation.

The Security and Facilities Teams will secure the crash area to prevent unauthorized access.

If the crash results in a fuel or chemical spill on school property, refer to Poisoning, Chemical Spill, Hazardous Material section on the Emergency Procedures. If the crash results in a utility interruption, refer to Power Outage / Blackout section of the Emergency Procedures.

- The Incident Commander will ensure that all staff and students are a safe distance away from affected area.
- The First Aid Team will check injuries to provide appropriate first aid.
- Any affected areas will not be reopened until Law Enforcement or the Fire Department provides clearance and the Incident Commander issues authorization to do so.
- The Crisis Response Team will convene on site and begin the process of counseling and recovery as appropriate.
- If it is unsafe to remain on campus, the Incident Commander will initiate an

OFF-SITE EVACUATION, as described in the Emergency Procedures section.

Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to the Poisoning, Chemical Spill, Hazardous Material section of the Emergency Procedures. If a crash results in a utility interruption, refer to the Power Outage / Blackout section of the Emergency Procedures.

- The Incident Commander will initiate appropriate Immediate Response Actions, which may include DROP COVER HOLD, SHELTER IN PLACE, EVACUATE BUILDING, or OFF SITE EVACUATION as described in the Response Actions.
- If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the assembly or evacuation site area.
- In the event of an evacuation, teachers will bring their student roster and take attendance at the assembly or evacuation site to account for students. Teachers will notify the Student Attendance / Release Team of missing students.
- The Incident Commander or Designee will call 9-1-1 and provide the exact location (e.g., building or area) and nature of emergency.
- If on school property, the Security and Facilities Teams will secure the crash area to prevent unauthorized access.
- If the crash results in a fuel or chemical spill on school property, refer to Poisoning, Chemical Spill, Hazardous Material section on the Emergency Procedures. If the crash results in a utility interruption, refer to Power Outage / Blackout section of the Emergency Procedures.
- The Incident Commander will ensure that all staff and students are a safe distance away from the affected area.
- The First Aid Team will check injuries to provide appropriate first aid.
- The School Administrator will call the office of the District Superintendent.
- Any affected areas will not be reopened until the Federal Aviation Administration, Law Enforcement or the Fire Department provides clearance and the Incident Commander issues authorization to do so.

- The Crisis Response Team will convene on site and begin the process of counseling and recovery as appropriate.
- If it is unsafe to remain on campus, the Incident Commander will initiate an OFF-SITE EVACUATION, as described in the Emergency Procedures section.

PMS EVACUATION ROUTES UPDATED 8/30/22

Buzz Gym

- Magnolia Ave

100's

- 102 - Magnolia Ave
- 103- Magnolia Ave
- 104- Magnolia Ave
- 106- Magnolia Ave
- 107- Magnolia Ave
- 108- Magnolia Ave
- 120 - Courts
- 121 - Courts
- 122 - Courts
- 124 - Courts
- 125 - Courts

200's

- 201 - Courts
- 202 - Courts
- Library - Courts
- 204 - Magnolia Ave
- 206 - Magnolia Ave
- 220 - Courts

300's

- 302 - Courts
- 303 - Courts
- 304 - Magnolia Ave
- 306 - Magnolia Ave
- 307 - Courts
- 308 - Courts
- 309 - Courts
- 312 - Courts
- 320 - Courts
- 321 - Courts

400's

- MPR - Courts
- 401 - Courts
- 413 - Courts
- 414 - Courts
- 415 - Courts
- 416 - Courts

Morrison Gym/500's

- Morrison - Courts
- 501 - Courts
- 502 - Courts
- 503 - Courts

- 511 - Courts
- 512 - Courts