



**Point Arena High School**

**2023-2024  
Comprehensive  
School Safety Plan**



**Point Arena Joint Union High School District**

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# Section 1 – Introduction

SB 187 & AB 1747 Compliant Document



## Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Point Arena Joint Union High School District office located at PO Box 45 Lake Street, Point Arena 95468. For questions regarding this plan please call (707) 882-2803.

**NOTE:** Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

## Point Arena High School CSSP

### School Stakeholders

- **School Site Council representative:** Shasta Rasmussen
- **Title IV advisory council representative:** Marc E. Feliz
- **District office programs representative:** Dunnell Daleuski
- **Teachers:** Cesar Martins and Kevin McCammon
- **Support Staff:** Jonathon Johnson
- **Administrators:** Marc E. Feliz
- **Classified:** Shasta Rasmussen and Rikki Stultz
- **Parents:** Judy Mendoza and Leah Kirby

### Law Enforcement, Fire Department, Emergency Response

- **Sheriff, Police:** Deputy Sheriff-Coroner Michael Jensen

## Vision Statement

Our vision is to create a safe, supportive, and collegial learning environment at Point Arena High School, where trauma-informed instruction and the dialectical process is at the forefront of our educational approach. We are committed to providing a holistic education that recognizes and addresses the diverse needs and experiences of our students and learning partners, empowering them to heal, grow, and thrive together. By fostering a culture of safety, compassion, and understanding, we aim to create a community where all students and learning partners feel seen, valued, and supported in their academic, social, and emotional development and expression. Through trauma-informed instruction, we will equip our students with the necessary tools to overcome adversity, build resilience, and reach their full potential, ensuring their success in school and beyond. Together we will prepare our students today for the challenges of tomorrow: college, career, and life.

## Mission Statement

- Our core values of being Authentic, Respectful, and Responsible reflect our underlying vision: preparing our students today for the challenges of tomorrow.
- We are held accountable to these core values, as they are essential to achieving excellence in all aspects of life.
- This school-wide focus supports a culture that promotes diversity, courage, resilience, lifelong learning, and a sense of belonging.
- Students will be prepared for the future by engaging in collaborative educational practices and adaptive interdisciplinary research through student-centered learning.

## Meeting Minutes

## Section 2 – Policies and Procedures



## Child Abuse Prevention and Reporting – BP 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

### **Child Abuse Prevention**

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

### **Child Abuse Reporting**

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

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 Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

## Child Abuse Prevention and Reporting – AR 5141.4

### Definitions

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

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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

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

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; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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

### **Reportable Offenses**

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter 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 11165.9, 11166.05, 11167)

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

### **Responsibility for Reporting**

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

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

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

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

## **Reporting Procedures**

### **1. Initial Telephone Report**

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

Such reports shall be made to the following agency(ies):

Mendocino County Families and Children  
1-866-236-0368  
Fax (707) 463-7908

When the initial telephone 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. Written Report**

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

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

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(s) who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (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. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### **Training**

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the 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. (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 (CDSS). (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)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

### **Victim Interviews by Social Services**

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

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 the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child 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 Neglect 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 be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

### **Release of Child to Peace Officer**

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

### **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 guidelines and/or 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 shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for



mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

### **Notifications**

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

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

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

# Suspected Child Abuse Report Form (BCIA 8572)



STATE OF CALIFORNIA  
 BCIA 8572  
 (Rev. 04/2017)

DEPARTMENT OF JUSTICE  
 Page 1 of 2

## SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#) [Clear Form](#)

**To Be Completed by Mandated Child Abuse Reporters**  
 PLEASE PRINT OR TYPE

CASE NAME: \_\_\_\_\_

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE		
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)				DATE/TIME OF PHONE CALL		
	ADDRESS Street City Zip				TELEPHONE		
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS Street City Zip				TELEPHONE		
	PRESENT LOCATION OF VICTIM			SCHOOL	CLASS	GRADE	
	<input type="checkbox"/> PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME	
	<input type="checkbox"/> IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)		
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
	VICTIM'S SIBLINGS	NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE
VICTIM'S PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
VICTIM'S SUSPECT	ADDRESS Street City Zip			HOME PHONE	BUSINESS PHONE		
VICTIM'S SUSPECT	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
VICTIM'S SUSPECT	ADDRESS Street City Zip			HOME PHONE	BUSINESS PHONE		
VICTIM'S SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
VICTIM'S SUSPECT	ADDRESS Street City Zip			TELEPHONE			
VICTIM'S SUSPECT	OTHER RELEVANT INFORMATION						
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)						

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



STATE OF CALIFORNIA  
 BCIA 8572  
 (Rev. 04/2017)

DEPARTMENT OF JUSTICE  
 Page 2 of 2

**SUSPECTED CHILD ABUSE REPORT  
 (Pursuant to Penal Code section 11166)**

**DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572**

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

**I. MANDATED CHILD ABUSE REPORTERS**

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

**II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")**

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

**III. REPORTING RESPONSIBILITIES**

Any mandated reporter 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 or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

**IV. INSTRUCTIONS**

**SECTION A – REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

**IV. INSTRUCTIONS (continued)**

**SECTION B – REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

**SECTION C – VICTIM (One Report per Victim):** Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

**SECTION D – INVOLVED PARTIES:** Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

**SECTION E – INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

**V. DISTRIBUTION**

**Reporting Party:** After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

**Designated Agency:** *Within 36 hours* of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

**ETHNICITY CODES**

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

## Suspension and Expulsion/Due Process – BP 5144.1

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

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

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

### **Appropriate Use of Suspension Authority**

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

### **On-Campus Suspension**

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

### **Authority to Expel**

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

### **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

### **Maintenance and Monitoring of Outcome Data**

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the

grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

## Suspension and Expulsion/Due Process – AR 5144.1

### Definitions

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days.

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

### Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

### Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily



injury (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))

12. Possessed an imitation firearm (Education Code 48900(m))

*Imitation firearm* means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

*Hazing* means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

*Bullying* means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

*Bullying* includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

*Bullying* also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

*Electronic act* means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

*Reasonable student* means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

*Burn page* means an internet web site created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

*Credible impersonation* means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

*False profile* means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

*A terrorist threat* includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

### **Additional Grounds for Suspension and Expulsion: Grades 4-12**

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

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

*Sexual harassment* means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

*Hate violence* means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression,

or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

### **Additional Grounds for Suspension and Expulsion: Grades 9-12**

Any student in grades 9-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

### **Suspension from Class by a Teacher**

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

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

A student suspended from class shall not be placed in another regular class during the

period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

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

### **Suspension by Superintendent, Principal or Principal's Designee**

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

## **Length of Suspension**

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

## **Due Process Procedures for Suspension**

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return

to school for the conference. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

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

4. In addition, the notice may state the date and time when the student may return to school.
5. Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

6. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing,



extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

- a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
- b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.
- c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
- d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)
- e. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

### **On-Campus Suspension**

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.

3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

### **Superintendent or Principal's Authority to Recommend Expulsion**

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:
  - a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
  - b. The student's possession of over-the-counter medication for use by the student for medical purposes
  - c. Medication prescribed for the student by a physician
4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

### **Student's Right to Expulsion Hearing**

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

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

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

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

### **Stipulated Expulsion**

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to

a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

### **Rights of Complaining Witness**

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

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

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness testifies

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

### **Written Notice of the Expulsion Hearing**

Written notice of the expulsion hearing shall be forwarded to the student and the student's

parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

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

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

### **Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children**

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's' educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education

Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

### **Conduct of Expulsion Hearing**

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)
2. Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

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

3. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
4. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has

commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

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

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

5. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))
6. Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

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

7. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
  - i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
  - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.



- iii. The person conducting the hearing may:
  - A. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
  - B. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
  - C. Permit one of the support persons to accompany the complaining witness to the witness stand
8. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

#### **Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

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

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

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

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

### **Final Action by the Board**

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

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

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

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

### **Written Notice to Expel**

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

### **Decision to Suspend Expulsion Order**

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

1. The student's pattern of behavior

2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code

48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

### **Appeal**

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

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

### **Notification to Law Enforcement Authorities**

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

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

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

### **Placement During Expulsion**

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

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

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

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

### **Readmission After Expulsion**

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision

regarding readmission.

4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

### **Maintenance of Records**

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

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



## Suspension and Expulsion/Due Process (Students with Disabilities – AR 5144.2)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

### **Suspension**

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

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

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

### **Interim Alternative Educational Placement Due to Dangerous Behavior**

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional

behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

### **Manifestation Determination**

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. **Notice:** On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. **Manifestation Determination Review:** Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

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

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. **Determination that Behavior is a Manifestation of the Student's Disability:** When the student's conduct has been determined to be a manifestation

of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. **Determination that Behavior is Not a Manifestation of the Student's Disability:** When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

### **Due Process Appeals**

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative

educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

### **Readmission**

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

### **Decision Not to Enforce Expulsion Order**

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

### **Notification to Law Enforcement Authorities**

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

### **Report to County Superintendent of Schools**

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

### **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

## Employee Security – BP 4158

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with AR 3515.2 - Disruptions.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Labor Code 230-230.1 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

### **Use of Pepper Spray**

Employees shall not carry or possess pepper spray on school property or at school activities except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

### **Reporting of Injurious Objects**

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911 and the principal

When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.



## Employee Security – AR 4158

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response. Reports of an attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.

In addition, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. (Education Code 44014)

### **Notice Regarding Student Offenses**

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

1. Acts That Are Grounds for Suspension or Expulsion
  - a. The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)
  - b. Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)
  - c. Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further

disseminated by the teacher. (Education Code 48201, 49079)

2. Offenses Reported to the District by a Court

- a. When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)
- b. The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)
- c. Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)
- d. When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)
- e. Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file

in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

### **Accommodations for Victims of Domestic Violence, Sexual Assault, or Stalking**

When requested by an employee who is a victim of domestic violence, sexual assault, or stalking, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including: (Labor Code 230)

1. A transfer, reassignment, or modified schedule
2. A changed work telephone or work station
3. An installed lock
4. Assistance in documenting domestic violence, sexual assault, stalking, or other crime that occurs in the workplace
5. Referral to a victim assistance organization
6. Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other crime

The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee. (Labor Code 230)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, or stalking. Such certification may include: (Labor Code 230)

1. A police report indicating that the employee was a victim
2. A court order protecting or separating the employee from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the

employee has appeared in court

3. Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf

Any verbal or written statement, police or court record, or other documentation identifying an employee as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Labor Code 230)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, or stalking or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. (Labor Code 230)

The district shall not retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Labor Code 230)

### **Use of Pepper Spray**

The Superintendent or designee shall notify employees of the district's policy prohibiting the possession of pepper spray on school property or at school-related activities without prior approval of the Superintendent or designee. Employees wishing to carry pepper spray shall submit to the Superintendent or designee a written request setting forth the need for the pepper spray. The Superintendent or designee shall notify the employee in writing as to whether the request was approved or denied.

When approving an employee's request, the Superintendent or designee shall inform the employee of the following conditions:

1. The pepper spray shall be used only in self-defense pursuant to Penal Code 22810.

2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment.
3. The pepper spray must be stored in a secure place and not be accessible to students or other individuals. Negligent storage of the pepper spray may subject the employee to disciplinary action.

## Nondiscrimination in District Programs and Activities – BP 0410

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission

and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

### **Access for Individuals with Disabilities**

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. He/she

shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.



## Nondiscrimination/Harassment – BP 5145.3

This policy shall apply to all acts constituting unlawful discrimination or harassment 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.

The Governing Board desires to provide a safe school environment that allows all students equal access to 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, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

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 occurs when prohibited conduct 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. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or 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. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

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 suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. 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.

### **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.

## Nondiscrimination/Harassment – AR 5145.3

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws 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 alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, 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)

Warren Galletti, Superintendent  
45 Lake Street, PO Box 87  
Point Arena, CA 95468  
707-882-2803  
wgalletti@mcn.org

### **Measures to Prevent Discrimination**

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in

Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
  - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
  - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
  - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
    - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
    - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
    - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

- d. A link to the Title IX information included on the California Department of Education's (CDE) web site
5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.
8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when

providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

### **Enforcement of District Policy**

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

### **Process for Initiating and Responding to Complaints**

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer,

principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

### **Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students**

*Gender identity of a student* means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, 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 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)

*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 corresponds to the student's gender identity.

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

*Intersex student* means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

*Nonbinary student* means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether or not the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

*Transgender student* means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the 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 the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity



4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against intersex, nonbinary, 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 gender identity, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that intersex, nonbinary, 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 intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information. The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

The district shall 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 any case, the district shall only allow disclosure of a

student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee 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 the employee is required to disclose or report the student's information pursuant to this administrative regulation, 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 the student's status as an intersex, nonbinary, 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 student's need for support, the compliance officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's 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 of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the intersex, nonbinary, 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 the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can 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

arrangements for the student are meeting the student's 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, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options 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, 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 the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's 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 the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name.

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's

official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, 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 the student's gender identity, subject to any dress code adopted on a school site.

## Sexual Harassment – BP 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

### **Instruction/Information**

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a

sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

### **Complaint Process and Disciplinary Actions**

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. **The procedures to report charges of sexual harassment and for pursuing available remedies are available in the District Office, school office, and online at <http://pointarenaschools.org/>.**

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

### **Record-Keeping**

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

## Sexual Harassment – AR 5145.7

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Superintendent or designee  
Point Arena Schools  
P.O. Box 87  
45 Lake Street  
Point Arena, CA 95468  
(707) 882-2803  
walletti@mcn.org

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct 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.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:



1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

### **Reporting Process and Complaint Investigation and Resolution**

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment

involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

### **Confidentiality**

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all

reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

### **Response Pending Investigation**

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment. Interim measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

### **Notifications**

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

A copy of the district's sexual harassment policy and regulation shall be posted on district and school web sites and, when available, on district-supported social media.

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

## Safe Routes to School Program – BP 5142.2

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and encourage safe routes to school program activities.

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

The Superintendent or designee may appoint a program coordinator and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.



## Safe Routes to School Program – AR 5142.2

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1. Education activities that promote safety and awareness, such as:
  - a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.
  - b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school
  - c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes
2. Encouragement strategies designed to generate interest in active transport to school, such as:
  - a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed
  - b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions
  - c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options
3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:
  - a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

- b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns
    - c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212
  4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:
    - a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school
    - b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
    - c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas
    - d. Considering safe routes to school when making decisions about siting and designing of new schools
  5. Evaluation to assess progress toward program goals, including:
    - a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board
    - b. Presenting data to the Board, program partners, and the public
    - c. Recommending program modifications as needed
  6. Emerging technologies that aid in the prevention and mitigation of accidents
  7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety



patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

## Conduct – BP 5131

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of district policy
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

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



## Discipline – BP 5144

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an

open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

## Discipline – AR 5144

### **Site-Level Rules**

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. For junior high and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

### **Disciplinary Strategies**

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"



14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
15. Reassignment to an alternative educational environment
16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

### **Recess Restriction**

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

### **Detention After School**

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

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

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

Students may be offered the choice of serving their detention on Saturday rather than after school.

### **Community Service**

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

### **Notice to Parents/Guardians and Students**

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

## Bullying – BP 5131.2

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

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

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

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

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

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

## Bullying – AR 5131.2

### Examples of Prohibited Conduct

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

*Cyberbullying* includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

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

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

### Measures to Prevent Bullying

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

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

### **Staff Development**

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

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

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

### **Information and Resources**

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

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

### **Student Instruction**

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

The district shall also educate students about the negative impact of bullying,

discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

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

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

### **Reporting and Filing of Complaints**

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

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

### **Discipline/Corrective Actions**

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

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

### **Support Services**

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

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



# Positive Behavioral Interventions and Supports (PBIS)



## MENDOCINO SELPA Behavior Intervention Plan - PENT

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

**Student Name:** Cervantes, Christopher

**Date of Birth:** 1/3/2009

**IEP Date:** 5/25/2023

This BIP attaches to:  IEP 5/25/2023

504 plan \_\_\_\_\_

Team Meeting \_\_\_\_\_

Today's Date: 10/23/2023

Next Review Date: 5/24/2024

1. The behavior impeding learning is (describe what it looks like)

*Christopher has a difficult time sitting still and keeping his comments/hands to himself. He also has a difficult time not engaging in aggressive behavior when taunted or egged on.*

2. It impedes learning because

*It is disruptive to his and his peers' learning.*

3. The need for a Behavior Intervention Plan  early stage intervention  moderate  serious  extreme

4. Frequency or intensity or duration of behavior

*Currently, Christopher engages in an altercation with peers once a day. The peer he engages with is not always the same peer.*

Reported by PAHS Staff and/or  observed by Kristin Gash, Shawn McMahon and Marc Feliz

### PREVENTION - PART I - ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

#### Observations and Analysis

5. What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)

*The predictors for his behavior are as follows: boredom, impulsivity acting up, peers interacting with him in a way that appears to be "egging him on".*

6. What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)

*Christopher is in severe need for medication to assist him with his ADHD (severe impulsivity, , he also needs access to a separate setting, sped room, Isis, or front office, for when he feels these impulses acting up.*

#### Intervention

Remove student's need to use the problem behavior

7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)

*When Christopher engages in these behaviors, acting up, wanting to immediately fight a peer, he needs to be isolated form peers. This means that he will be in Isis's room, front office or Special education classrooms until parents can pick him up.*

Who will establish? Kristin Gash, Marc Feliz, Isis and PAHS Staff.

Who will monitor? Kristin Gash and Marc Feliz  
Frequency? Every day, every school period.

**ALTERNATIVES - PART II - FUNCTIONAL FACTORS AND NEW BEHAVIOR TO TEACH AND SUPPORT**  
**Observations and Analysis**

8. Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something)  
*Christopher has impulsivity issues that have not been worked on and he has no outlet to express them. He also uses these to avoid classwork as he like to be stimulated constantly and sitting and doing work does not give him the needed stimulus.*

Accept a replacement behavior that meets same need

9. What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?) *Christopher needs to come to a trusted adult, preferably his special education classroom to avoid engaging in aggressive /off task behavior. Once in this environment he needs to be able to re-engage in his classroom curriculum in order to continue to pursue his diploma.*

10. What teaching Strategies/Necessary Curriculum/Materials are needed? (List successive teaching steps for student to learn replacement behavior/s)  
*Consistency. Christopher needs to understand that his preferred behavior of acting out will not be allowed and he needs to choose another path or he will be asked to leave the PAHS environment.*

Who will establish? Kristin Gash and Marc Feliz  
Who will monitor? Kristin Gash and Marc Feliz  
Frequency? Every day, every period of the school day.

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?  
*When Christopher shows the desired behaviors, he will allowed to access his regular classroom schedule, have lunch with desired peers and stay at school for the entire day.*  
Selection of reinforcer based on: *Christopher being able to control his impulses to engage in fighting.*  
 reinforcer for using replacement behavior  reinforcer for general increase in positive behaviors  
By whom? Kristin Gash and Marc Feliz  
Frequency? Every day and every period of the day.

**EFFECTIVE REACTION - PART III - REACTIVE STRATEGIES**

12. What strategies will be employed if the problem behavior occurs again?  
1. Prompt student to switch to the replacement behavior

*Touch base with Christopher during 1st period to remind him of the BIP.*

2. Describe how staff should handle the problem behavior if it occurs again

*Send him to the Room #10 to be re-directed.*

3. Positive discussion with student after behavior ends

*When Christopher shows desired behavior he will be given verbal phrase and allowed to stay in the general education class.*

Optional:

4. Any necessary further classroom or school consequences

*no*

Personnel? no

**OUTCOME - PART IV - BEHAVIORAL GOALS**

**13. Required Functionally Equivalent Replacement Behavior (FERB) Goal**

By when By December 2023

Who Christopher Cervantes

Will do X behavior Will not participate in fighting, off task behavior, distracting peers.

For the purpose of y Achieving an education at a regular high school that gives him access to general education peers and a high school diploma.

Instead of Z behavior \_\_\_\_\_

For the purpose of y \_\_\_\_\_

Under what conditional conditions All classroom settings.

At what level of proficiency 90% of the time.

As measured by whom and how Kristin Gash and Marc Feliz.

**Option 1 Increase General Positive or Decrease Problem Behavior**

By when December 2023

Who Christopher Cervantes

Will do what, or will NOT do what Will ask to go to Mrs Gash's room to finish assignment when he feels he cannot contain his behavior in the general education setting.

At what level of proficiency 90% of the time

Under what conditions All academic conditions

Measured by whom and how Kristin Gash and Marc Feliz

**Option 2 Increase General Positive or Decrease Problem Behavior**

By when

Who

Will do what, or will NOT do what

At what level of proficiency

Under what conditions

Measured by whom and how

The above behavioral goal(s) are to

- Increase use of replacement behavior and may also include:
- Reduce frequency of problem behavior
- Develop new general skills that remove student's need to use the problem behavior

**OBSERVATION AND ANALYSIS CONCLUSION**

Are curriculum accommodations or modifications also necessary? Where described: \_\_\_\_\_

Are environmental supports/changes necessary?

yes  no

Is reinforcement of replacement behavior alone enough (no new teaching is necessary)?

yes  no

Are both teaching of new replacement behavior AND reinforcement needed?

yes  no

This BIP to be coordinated with other agency's service plans?

yes  no

Persons responsible for contact between agencies \_\_\_\_\_

yes  no

**COMMUNICATION - PART V - COMMUNICATION PROVISIONS**

**14. Manner and content of communication**

1. Who? Christopher Cervantes

2. Under what condition(s) (Contingent? Continuous?) He will follow school behavioral expectations in all PAHS settings

Page \_\_\_\_\_ of \_\_\_\_\_

3. Delivery Manner *If he cannot he will be picked up by guardians asap, and until they can arrive he will be in Room #10, the front office or Isis's office*

4. Expected Frequency? *Every day, every period*

5. Content?

6. How will this be two-way communication *Mr.Feliz will call parenst when Christopher is unable to meet his goals*

1. Who? *Christopher's guardians*

2. Under what condition(s) (Contingent? Continuous?) *When his behavior is off-task and he engages in physical altercations with peers.*

3. Delivery Manner *He will be verbally reminded*

4. Expected Frequency? *Every day, every period*

5. Content? *Christopher will be picked up by guardians when he cannot control his impulses and he engages physically with peers*

6. How will this be two-way communication *Marc Feliz will notify guardians asap when Christopher engages in physical "retaliation" with peers.*

1. Who?

2. Under what condition(s) (Contingent? Continuous?)

3. Delivery Manner

4. Expected Frequency?

5. Content?

6. How will this be two-way communication

## Dangerous, Violent, Or Unlawful Activities

### Assessment and Response Procedures

SB 671 requires a comprehensive school safety plan, and the school safety plan of a charter school, to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

#### **Emergency Incident Reporting Procedures**

##### **FOR ON SITE EMERGENCY, CRISIS, OR DISASTER INCIDENT REPORTING**

The principal, designee, or responsible staff member determines the severity of the incident. If the incident is potentially life threatening, or if there is potential for serious injury, IMMEDIATELY CALL 911.

##### **FOR SCHOOL BUS EMERGENCY, CRISIS, OR DISASTER INCIDENT REPORTING**

Transportation, principal, designee, or responsible staff member determines the severity of the incident. If the incident is potentially life threatening, or if there is potential for serious injury, IMMEDIATELY CALL 911.

##### **OFF SITE EMERGENCY, CRISIS, OR DISASTER REPORTING**

- 1st Law Enforcement personnel will notify the Superintendent,
- 2nd Superintendent will notify the Board of Education and Cabinet,
- 3rd Superintendent will notify the Area Director(s) and the Chief Business Officer,
- 4th Area Directors(s) will notify the site(s).

Note: When appropriate, Local Law Enforcement will notify the site(s) of a critical incident.

## Melanie's Law – Opioid Overdose Protocol

### Student Overdose or Possible Overdose Protocol

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur.

This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning. Training is provided to the volunteer on topics including but not limited to:

- Signs and symptoms of opioid drug poisoning
- How to administer the naloxone nasal spray (or other opioid antagonist)
- Calling EMS (911) and any follow up documentation or actions required.

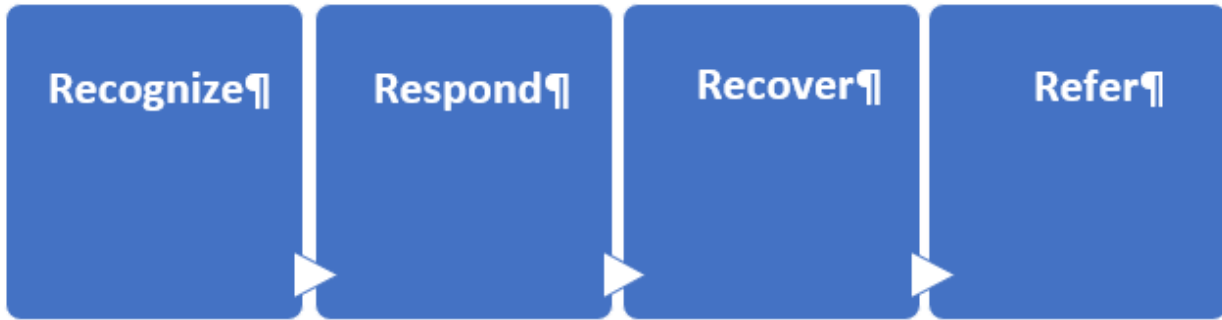
\*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the Point Arena Joint Union High School District for any and all civil liability.

This notification is provided annually to all staff. If staff are willing to be identified as a volunteer and be trained, staff complete the volunteer form and submit it to their site administrator.

Employees who volunteer to be trained may rescind their offer to volunteer at any time. No benefit will be granted to or withheld from any individual based on his or her offer to volunteer. There will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

## Student Overdose or Possible Overdose Procedures (The 4 Rs)



1. Recognize	2. & 3. Respond and Recover	4. Refer
<ul style="list-style-type: none"> <li>• Unconscious</li> <li>• Unresponsive</li> <li>• Not breathing or erratic</li> <li>• Choking/gurgling</li> <li>• Vomiting</li> <li>• Limp Body</li> <li>• Face pale and clammy</li> <li>• Fingernails/lips blue</li> <li>• Light skin-Bluish/Dark skin-grayish</li> </ul>	<p><b>Give Narcan and call 9-1-1</b></p> <ul style="list-style-type: none"> <li>• Report event and time Narcan was given</li> <li>• Report condition of victim</li> </ul> <p><b>Be Ready</b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> dose if no improvement after 2 minutes</li> <li>• CPR or Rescue Breathing if no heart rate or breathing stops</li> </ul> <p><b>Stay</b></p> <ul style="list-style-type: none"> <li>• Stay with victim until EMS arrives</li> <li>• Begin CPR/Rescue Breathing if needed</li> <li>• Place person on rescue position (side)</li> <li>• Reassure victim EMS is on the way</li> </ul>	<ul style="list-style-type: none"> <li>• Complete naloxone administration form.                             <ul style="list-style-type: none"> <li>○ School nurse can help</li> </ul> </li> <li>• Complete emergency report                             <ul style="list-style-type: none"> <li>○ Submit to administrator</li> </ul> </li> <li>• Debrief with staff                             <ul style="list-style-type: none"> <li>○ Review response to opioid overdose</li> </ul> </li> <li>• Recommend follow up support services                             <ul style="list-style-type: none"> <li>○ Mental Health</li> <li>○ Counseling</li> <li>○ Primary Health Provider</li> <li>○ Drug Use Counseling</li> </ul> </li> <li>• Restock Naloxone and document</li> </ul>

## Narcan/Naloxone on School Sites:

Each school site is given Narcan/Naloxone packages for overdose or possible overdose events. These complete packages contain:

- Narcan Nasal Spray
- Narcan/Naloxone Quick Start Guide
- Gloves
- Face Mask
- Adult/Child CPR Rescue Mask Kit
  - Alcohol Pads
  - Rescue Mask Instructions
- Narcan/Naloxone Administration Report





## Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

### Our School's Individualized Plans

Available upon request at the District Office

## Drills, Training, and Exercises

The District understands the importance of drills, training, and exercises in planning for and managing an incident. To ensure that District personnel and community first responders are aware of their duties and responsibilities under the Emergency Operations Plan and incorporate best practices, the following training, drill, and exercise actions will occur.

See District Emergency Drill Schedule for current academic year. Records are maintained at each site.

### Student Safety – Drills, Training, and Exercises

<b>Active Assailant Drill (Run, Hide, Fight)</b>	Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.
<b>Earthquake Drill</b>	Elementary Schools – one time per quarter Secondary Schools – one time per semester Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member take 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 quarter in elementary schools and at least once a semester in secondary schools.
<b>Evacuation Drill</b>	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
<b>Fire Drill(s)</b>	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13 § 3.13. Fire Drills. (a) Group E Occupancies. (1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.
<b>Lock Down Drill (2)</b>	This drill should be done one time per semester and can be combined with the Evacuation Drill

## Drills, Training, and Exercises

<b>Drill Type</b>	<b>Dates</b>
Fire Drill	9.16.22
	12.16.22
	3.17.23
	5.19.23
Duck-Cover-Hold Drill	
Lockdown Drill	5.16.23
Shelter in Place Drill	9.23.22
	5.16.23
Evacuation Drill	9.15.22
Multi-Option Drill (Describe Below)	

# Emergency Operations Plan

## Administration, Finance, And Logistics

### Agreements and Contracts

If school resources prove to be inadequate during an incident, the District will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents. All pre-negotiated agreements and contracts are included in the District Business Office.

A listing of those contracts is provided, below. Please coordinate any emergency purchases with Maintenance and Operations Manager. In his/her absence please contact the Business Manager:

- Gualala Building Supply – General hardware vendor
- S&B Market – General hardware vendor
- Pacific Gas & Electric – Electricity provider
- Ferrell Gas – Propane provider
- City of Point Arena Water – Water provider
- JR's Auto Care Center – General maintenance & transportation supplies vendor
- Tom's Plumbing - Plumbing specialty services provider

### Recordkeeping

- Administrative Controls  
The District is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local and state fiscal policies and standard cost accounting procedures.
- Activity Logs  
The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:
  - Activation or deactivation of incident facilities
  - Significant changes in the incident situation
  - Major commitments of resources or requests for additional resources from external sources
  - Issuance of protective action recommendations to the staff and students
  - Evacuations
  - Casualties

- Containment or termination of the incident

## Incident Costs

- The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.
- Incident Costs  
The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:
  - Personnel costs, especially overtime costs
  - Equipment operations costs
  - Costs for leased or rented equipment
  - Costs for contract services to support incident management operations
  - Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

### **Preservation of Records**

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files, as well as property and tax records. The principle causes of damage to records are fire and water; therefore, essential records should be protected accordingly.

## Plan Development and Maintenance

Before a crisis occurs, proactive planning is essential. The Emergency Operations Plan is a living document that guides our planning. Therefore, please note the following suggestions:

- Maintain a current copy of the school map with an evacuation plan, and identify the location of fire extinguishers, utility shut-offs, first aid supplies, and fire alarm switches.

**Review all emergency procedures with school site employees.**

After-action debriefs should be conducted:

- During training and exercise of the plan
- When incidents occur

This debrief should include what worked and what needs to be improved in the plan. We will utilize this information to update the EOP as needed.

## Authorities and References

### Authorities

#### Federal

- Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988, Public Law 93-288, as amended
- Homeland Security Presidential Policy Directive #5, February 28, 2003
- Homeland Security Presidential Policy Directive #8, March 30, 2011

#### State

- California Government Code, 8550 - 8668, California Emergency Services Act,
- California Government Code, 3100 – Disaster Service Workers
- California Code of Regulations, Title 19– Standardized Emergency Management System Regulations
- Education Code 39140-39159, The California Field Act of 1933
- Education Code 32280-32289, Emergency Operations Plans
- Education Code 35295 – 35297, The Katz Bill
- Executive Order S-2-05, National Incident Management System Integration into the State of California

### References

#### Federal

- FEMA, “CPG 101: Developing and Maintaining Emergency Operations Plans”, November 2010
- U.S. Department of Education, “Guide for Developing High-Quality School Emergency Operations Plans”, 2013.
- U.S. Department of Homeland Security, “National Response Framework”, 2008

#### State

- OES: “SEMS Guidelines”, 2009
- OES, “California Implementation Guidelines for the National Incident Management System”, April 2006

Emergency management officials and emergency responders engaging with schools are familiar with this terminology. These mission areas generally align with the three timeframes associated with an incident: before, during, and after.



# Functional Annex

## Accounting for all Persons



### Attendance Records

It is our daily practice to maintain manual attendance records in the Administrative Office of each site. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.

### Crisis or Incident Accounting

- In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.
- These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.
- In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

### Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held so as to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

- Student Daily Attendance
- Site Employee Log
- Visitor Log
- Itinerant Employee Log

### Student Release

Student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records will be checked and recorded as students leave the site.

## Communications

### Purpose

The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.



### Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

### Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:

- Channel designations
- Contingency communications procedures
- Training in back-up communications equipment

### Key Tasks/Responsibilities

- Develop a local communications plan
- Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations
- Support communications equipment (radio, computer, fax, etc.) as needed
- Provide communications capability
- Maintain equipment inventory
- Designate a centrally-located area (usually main office) easily identified by staff, media, and the public
- Predetermine an alternate location in case the primary location is inaccessible
- Establish communication with staff
- Maintain telephone and radio communication with emergency services
- Post rumor control and information on the internet and in an area accessible to our students and the community

- Record emergency related incidents
- Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices)

## Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

### **Alert Notifications (SMS Texting)**

In most cases our alert notification system, ParentSquare, will be used to activate and communicate within our emergency management system (following our Emergency Operations Plan). It may also be used to activate and manage our Emergency Operations Center (EOC).

### **Telephone Tree**

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

### **Staff Meetings**

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

### **Communication With the District Administrative Office**

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all of the District's sites. He/she will designate staff member(s) to monitor all communications.

## Activation

### Concept of Operations

- The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements
- Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer

- The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

## Continuity of Operations (COOP)



### General

Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:

- Emergency delegation of authority and an orderly line of succession, as necessary.
- Safekeeping of essential personnel, resources, facilities, and vital records.
- Emergency acquisition of resources necessary for business resumption.
- The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

### Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

### Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

#### Senior Executive/Site Administrator

- Determine when to close District, and/or send students/staff to alternate locations
- Disseminate information internally to students and staff

- Communicate with family, media, and the larger community
- Identify a line of succession, including who is responsible for restoring which business functions for the District
- Ensure systems are in place for rapid contract execution after an incident
- Identify relocation areas for site and administrative operations
- Create a system for registering students (off site or into alternative locations)
- Brief and train staff regarding their additional responsibilities
- Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
- Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)
- Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds
- Manage the restoration of the District's buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping)
- Collaborate with private and public-sector service providers and contractors

### **Administrative Services, District Staff**

- Maintain inventory
- Maintain essential records (and copies of records) including the District's insurance policy
- Ensure redundancy of records is kept at a different physical location.
- Secure District's equipment and materials in advance.
- Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
- Retrieve, collect, and maintain personnel data
- Provide accounts payable and cash management services

### **Administrative Support Staff**

- Establish necessary support services for students and staff
- Implement additional response and recovery activities according to established protocols
- Collaborate with public and private providers

### **Food Services Worker**

- Determine how food services will resume
- Support staff and volunteers as much as possible

### **Transportation**

- Provide emergency transportation services as needed
- Assess and implement alternative transportation services that may be necessitated

## Evacuation

### General

Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).



### Concept of Operations

Evacuation orders are generally given by the following:

- Local Police
- Environmental Health & Safety
- Facilities Services
- Administrator, director, or building supervisor
- Fire Department with jurisdiction
- Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

### Evacuation Procedures

- Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
- Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)
- Close all doors and windows. (DO NOT LOCK DOORS)
- Follow the safest evacuation route to the assembly or safe dispersal area.
- Teachers are to take roll and make certain no one reenters the building for any reason.
- If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.
- Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.
- Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.
- If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.
- Students should remain 30 – 50 feet away from any building.
- Students are to remain in groups, until the all clear signal is given.



## On-Site Evacuation

- The Incident Commander or designee activates fire alarm.
- All staff follow the Evacuation Procedures identified above.
- Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
- Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

## Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.

- The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
- Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
- Once assembled off-site, staff members and students stay in place until further instructions are given.
- In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

## Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:

- Review all paths of travel and potential obstacles
- Know the facility, grounds, paths, exits and potential obstacles
- Determine the primary and secondary paths of exit to be used during emergencies
- Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger
- Install appropriate signage and visual alarms
- Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT"

- Place emergency notification devices appropriate for each student
- Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American's with Disabilities Act) Accessibility

### **Buildings and Facilities Signage Requirements**

- Approximately 60 inches above the floor
- In a location that is not obscured in normal operation such as a swinging door
- In all primary function areas

## **Preparation and Planning**

- Identify the students and staff with special needs and the type of assistance they will require in an emergency
- Allow visitors to self-identify on a sign-in log if they have special evacuation needs
- Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e. a student with a broken leg)
- Train staff in general evacuation procedures
- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment
- Provide in-depth training to those designated to evacuate students with special needs
- Train the staff for proper lifting techniques when lifting a person for evacuation
- Anyone can assist a student with a visual impairment
- Check on each special needs student to assure he/she is accounted for during an evacuation
- Review the plan with emergency response personal, including local police, fire and emergency medical technicians
- Identify "areas of rescue" in our site for students to wait for evacuation assistance from emergency personnel
- Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation
- Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency
- Complete all contracts and Statements of Understanding with key emergency support providers
- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency
- Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment
- Specify who will do what to address these transportation needs
- Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency

- Review the evacuation plan with students and staff to be familiar with the process and identify any problems
- Practice implementation of special duck and cover actions by students with able-bodied partners
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)
- Special pre-planned assistance must be provided and reviewed regularly

## Lockdown (Deny Entry or Closing)

### General

A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.



### Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Public Address (PA) system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

**“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED.”**

- If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
- If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
- District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
- Landline phones should not be used. District staff should use cell phones and speak quietly.
- All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

## Public, Medical, and Mental Health

### General

Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.



### Public Health

#### Procedures

- Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
- Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
- Develop procedures for reporting information to local, State, and Federal Public Health agencies.
- Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.
- Send out any required notification to students/family, staff and public as required.
- Establish a dedicated contact phone number for questions and concerns.
- Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

### Medical Health

#### Procedures

- Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
- Provide CPR/First Aid/AED to all staff designated to work in medical capacity
- Establish a triage area for injured students and staff
- Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
- Keep a record of students and staff that are transported off-site for treatment.
- Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

## Mental Health

### Procedures

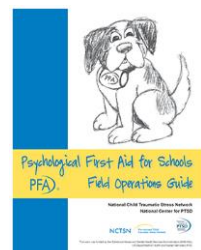
- Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies
- Activate crisis counselors during the incident to begin identifying students and staff that require assistance
- Keep a log of individuals counseled or that require counseling following the incident
- Notify students, family, and staff of counseling services available
- Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

### Psychological First Aid for Schools (PFA-S)

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an “all-hazards” approach with clear communication channels and procedures that effectively reunite parents and caregivers with students. We have also learned that preparing school administrators, teachers, and school partnering agencies before a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning. (excerpted from Psychological First Aid for Schools, Field Operations Guide, 2nd Edition)

### Field Operations Guide (FOG)

We use the PFA-S FOG as-needed, to prepare and respond to critical incidents affecting the mental health of our students. <https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide>



## Public Safety and Security



### Purpose

The Public Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.

### Scope

The Public Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide public safety and security.

### Key Tasks/Responsibilities

Coordinate public safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.

- County Sheriff's Office
- Police Department
- Other Law Enforcement Agencies
- Private Security Companies

Coordinate critical information dissemination regarding public safety/security through mass warning/notification.

- County Sheriff's Office
- Police Department
- Dispatch
- County Emergency Management
- Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
- County Sheriff's Office
- Police Department
- Other Law Enforcement Agencies
- Fire/EMS

## Concept of Operations

- Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
  - In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure
- Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
- The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities
  - As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States
- The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations
  - This includes threat or pre-incident as well as post-incident situations
- When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies
- The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations
  - This includes threat or pre-incident as well as post-incident situations
- The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities
  - The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed



## Recovery

### General

When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.



Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, **labor and materials specific to the disaster response** get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss there may be a chance it is reimbursable.

### Before – Action Items

- Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)
- Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure
- Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
- Modify and update our Emergency Operations Plan as necessary

### During – Action Items

- Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
  - Incident name
  - Date
  - Worker's name
  - Log each major activity and track start and end times
  - Don't be concerned with tracking too much – that can be sorted out after the event
  - This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)

- Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
- Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).
  - Have all sites or units collect information on their ability to sustain operations.
  - Develop staffing pattern for the Recovery Unit.
  - Collect information on damages, duration and impact from the following:
    - Utility Providers
    - Social, medical and health services
    - Transportation routes and services
    - Debris issues
    - County Government Operations
    - Private sector retail and wholesale providers
    - Others
  - Develop initial short term and long-term recovery objectives.
  - Refer to hazard/threat-specific annexes for information.
  - Develop information for the PIO on the recovery process and progress.
  - Develop a plan to assign personnel to sustain the recovery effort
  - Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.
- While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:
  - It will keep our District “in the loop” and better informed when an incident affecting our District occurs
  - It will alert us to any notice of “Public Assistance” informational meetings to learn about getting Federal and State reimbursement for disaster related District activity
- If our county’s OACC is overwhelmed with an incident we should reach out directly to our Emergency Services Coordinator at the Governor’s Office of Emergency Services Region Operational Area.
  - Ask them to put the District on the list for notification of “Public Assistance” informational meetings
  - There are forms that will be exchanged between our District and the OACC or the California Governor’s Office of Emergency Services (they act as our liaison with FEMA)

- If our employees and volunteers remain under our direction and control we are responsible for any costs associated with their activities. Should they perform work that they would not normally do and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
- If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is “covered” and by “whom.” Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
- Or, local hospitals may be “at-capacity” and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.
- When in doubt, ask for help.

## After – Action Items

- Begin closing the Recovery Unit
  - Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates
  - Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA
- Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District
- Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team
- Participate in and debriefings provided by our ICS team and close the Recovery Unit

## Resources

- [Activity Log \(ICS 214\)](#)
- [Cal OES Regional Operations](#)
- Form [Cal OES 126](#) – Project Application, California Disaster Assistance Act Program
- Form [Cal OES 130](#) – Designation Of Applicant's Agent Resolution For Non-State Agencies
- Form [Cal OES 89](#) – Project Assurances For Federal Assistance – Construction Programs
- Form [FEMA 009-0-49 9/16](#) – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

## Reunification



### General

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

### Reunification Procedures

In an emergency, sites must establish a safe area for family members to meet with students. This area must be away from the both the damage and the student's assembly area. In a typical release the following steps will be followed:

- Family member will report to the assigned area and give the name of the student
- Picture ID will normally be required by the person in charge to insure the person requesting a minor is a match to the name on the emergency release card
- A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area
- Parents will be asked to sign a form indicating they picked up the minor (the date and time will also be indicated on the pick-up form)
- If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children
- Counselors, when available, will be located close to the first aid area in the event they are needed

### Traffic Control

- Traffic may be controlled by trained and authorized employees who meet the requirements outlined in the Manual on Uniform Traffic Control Devices (MUTCD) Part 7, Traffic Control for School Areas. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.
- To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles

- As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up
  - It should be understood this will not occur at the beginning of the incident
- When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster

## Maintaining the Procedures

- Student rosters should be updated at least twice a year
  - If enrollment dictates this may be updated more frequently
- Updated rosters should be stored in every room in an area easily identified by the both staff and substitutes.
  - Additional copies of the rosters should be distributed to the site administrator and placed in the back of the emergency plan binder
- Emergency cards should be filled out at the beginning of the year
  - This card should include contact information on family members, as well as other adults who can be contacted if the family member is not available
  - The card should also indicate who the minor is permitted to leave site with, if necessary
- DO NOT release students to people not listed on the student emergency card.
  - A well- intentioned friend may offer to take a minor home; however, District staff must be certain that students are only released to the appropriate people, so their families will know where they are
  - The card should also include all pertinent medical information such as allergies, medications, and doctor contact information
  - These cards should be stored in the front office in both hard copy and electronically, if possible

## Things to Remember

- Some family members will refuse to cooperate with the student/family reunification process
  - This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs
  - They should be reminded that the safety of their student is our utmost priority
- Family members may be emotional when arriving at the site
  - Have counselors available to deal with issues if needed
- Shortly after the incident, the media will have a presence on our site
  - The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media, however, it is important that family be sheltered from media representatives

## Shelter-in-Place

### General

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outside environment and includes the shutdown of room and/or building air systems. During shelter-in-place, no one should be exposed to the outside air.



### Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

“YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED.”

- If inside, staff should keep students in their rooms until further instructions are given
- If outside, students must proceed to their rooms if it is safe to do so
  - If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
  - Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air
  - Anyone who is exhibiting symptoms must be treated
- Staff is responsible for securing individual rooms and for completing the following procedures as needed:
  - Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system
  - Turn off local fans in the area
  - Close and lock doors and windows

*If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights*

## Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.



### Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition of the OODA loop.

### OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.

The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an “opponent,” can thereby “get inside” the opponent’s decision cycle and gain the advantage.

- **Observe** – Sensing yourself and the world around you
- **Orient** – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
- **Decide** – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
- **Act** – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex address the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

### Prepare

The following list includes the minimum expectations for every employee:

- Develop and maintain a personal family communication plan
  - Use the [Family Emergency Communication Plan – Wallet Sized](#) provided by our District
  - The plan should be completed at hire and updated when any of the information changes but at least annually
  - Share our plan with your family
- Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)
- Prepare a “Go-Bag” for yourself with a 3-day supply of food and water
  - See the “Go-Bag” guide for help in assembling and stocking
- Keep a copy of the District’s *Critical Incident* Field Operations Guide (FOG) with you at all times during work hours

## Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

- If you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)
- Assess the situation using the OODA loop and take appropriate action
- Follow our District’s Communication protocols as outlined in the EOP
- If you are unable to proceed to your primary location ( starting and ending shift worksite) find out if you can return to an alternate site
- If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location
- Provide our District’s Emergency Operations Center (EOC) with as much detailed information as possible:
  - Time, Date, and Location of Critical Incident
  - Your condition (unaffected, injured, etc.) and the condition of your equipment
  - Describe the type of incident such as fire, hazmat, earthquake, etc.
  - Provide details on estimate impact in your area (how much loss or damage)

## Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).



## Special Needs Population



### Planning Needs and Assumptions

For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
- Know the special needs demographics of the attending students on site
- Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency
- Consider emergency accommodations for those with temporary disabilities
- Identify existing resources within the site and local community that meet the special needs of these students
- Develop new community partners and resources, as needed
- Inform family members about the efforts to keep students safe
- Identify medical needs and make an appropriate plan
- Determine transportation needs, special vans, and buses for students
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids
- Include local responders and establish a relationship with individual students with disabilities and staff

# Hazard/Threat Annex

## Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:

- Active Assailant
- Bomb Threat or Explosion
- Cyber Threat or Attack
- Earthquake
- Extreme Heat and Unhealthy Air Quality
- Fire-Structural
- Fire-Forest, Wildfire, or Urban Interface
- Flood
- Hazardous Materials Incident
- Infectious Disease
- Landslides and Debris Flow
- Power and Utility Failure
- Severe Weather
- Transportation Incident (Air, Sea, Land)
- Tsunami

## HTAS Report

Hazard	[SCORE] Probability	[SCORE] Magnitude	[SCORE] Warning	[SCORE] Duration	Risk Priority
Fire-Structural	4.3 4. Highly likely 3. Likely 2. Possible 1. Unlikely	4.2 4. Catastrophic 3. Limited 2. Negligible 1. Negligible	4.4 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.7 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	14.1
Power-Utility Failure	4.4 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.4 4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.5 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.9 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	13.4
Earthquake	4.2 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.5 4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.9 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.9 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	13.3
Cyber Threat or Attack	3.9 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.6 4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.7 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.9 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	13.3
Fire-Forest, Wildfire, or Urban Interface	3.4 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.8 4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.8 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.8 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	13.0
Active Assailant	3.0 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.8 4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.8 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.6 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	12.3
Extreme Heat and Unhealthy Air Quality	4.4 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.5 4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.7 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.6 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	12.2
Severe Weather	4.0 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.4 4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.7 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.5 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.7
Transportation Incident (Air, Sea, Land)	2.9 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.1 4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.8 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.2 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.6
Infectious Disease	3.5 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.5 4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.4 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.7 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.6
Hazardous Materials Incident	2.7 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.1 4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.7 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.5 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.4
Bomb Threat or Explosion	2.6 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.4 4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.5 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.8 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.2
Civil Disobedience or Disturbance	3.2 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.0 4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.2 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.8 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.1
Landslides and Debris Flow	2.8 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.0 4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.2 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.9 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.0
Flood	3.0 4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.1 4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.4 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.2 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	10.6
Tsunamis/Tidal Wave	2.4 4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.9 4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.1 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.4 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	10.3
Dam and Levee Failures	2.3 4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.9 4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.8 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.8 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	10.0
Volcanic Eruption	2.2 4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.9 4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.9 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.6 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.9
Top 3 Concerns	Active Assailant Training	Fire-Forest, Wildfire, or Urban Interface	Earthquake		



## Active Assailant

### Purpose

Active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene. Individuals must be prepared both mentally and physically to deal with an active assailant situation.



This Annex will address current best practices for dealing with Active Assailants, Before, During, and After an incident.

### Situation and Assumptions

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

### Continuity of Operations (Annex Specific)

Continuity of Operations is defined as the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

In the case of an active assailant actions can be taken in advance to mitigate some of the outcome of the attack.

### Organization and Assignment of Responsibilities

Refer to the ***Organization and Assignment of Responsibilities*** section located in the Basic Plan.

### Plan Development

This annex is part of the Hazard and Threat Annex and was developed using current best practices

### Authorities and References

- CISA (Cybersecurity and Infrastructure Security Agency) Active Shooter Preparedness
  - <https://www.cisa.gov/topics/physical-security/active-shooter-preparedness>
- FBI (Federal Bureau of Investigation) Active Shooter Safety Resources
  - <https://www.fbi.gov/how-we-can-help-you/safety-resources/active-shooter-safety-resources>
- REMS (Readiness and Emergency Management for Schools) Technical Assistance Center
  - <https://rems.ed.gov/IHEActiveShooterSituations.aspx>



## Incident Command Actions

### Before

#### Threat and Physical Security Assessment of each site

Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to your campus.

- Appropriate perimeter fencing installation and maintenance
- Locks and closers on perimeter gates that prevent outsiders from opening the gate (mesh screen around gate area)
- Check for keyed exterior locksets of all classroom doors
- Make sure the lockset on the interior of the classroom door has a thumb lock or other quick-lock style lockset (see Figure 1- Interior Lock)
- Verify visitor access control is in place and works as intended
- Require classroom doors to be closed and locked when students are present



Figure 1- Interior Lock

#### Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training
  - Such material may be distributed in a variety of ways, including but not limited to web



"If You See Something, Say Something" used with permission of the NY Metropolitan Transportation Authority.

pages, social media, printed literature, radio/TV, etc.

- Foster a respectful school community
- Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)

#### Behavioral Red Flags

- Recognizing indicators for potential violence by an individual:
  - Increased use of alcohol and/or illegal drugs
  - Unexplained increase in absenteeism; vague physical complaints



- Noticeable decrease in attention to appearance and hygiene
  - Depression/withdrawal
  - Resistance and overreaction to changes in policy and procedures
  - Repeated violations of District policies
  - Increased severe mood swings
  - Noticeably unstable, emotional responses
  - Explosive outbursts of anger or rage without provocation
  - Suicidal; comments about “putting things in order”
  - Behavior, which is suspect of paranoia, (“everybody is against me”)
  - Increasingly talks of personal problems
  - Talk of severe financial problems
  - Talk of previous incidents of violence
  - Empathy with individuals committing violence
  - Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes
- Develop a positive behavioral intervention program that identifies at-risk behaviors early on and ensures administration is aware of these individuals
  - Decide upon communications and public information releases with your Public Information Officer prior to an incident
    - Develop model releases that provide well thought out and consistent messaging on behalf of the District
  - Discuss and decide upon Spontaneous Memorial practices including
    - Ease of public access
    - Minimize disruption of vehicular and pedestrian traffic
    - Monitored for appropriateness of items placed at the memorial
    - Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
    - Line-of-sight view by administration

## **During**

### **Responding to an Active Assailant/Physical Threat**

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

### **Run (evacuate)**

If there is an accessible escape path, attempt to evacuate the building/area. 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 assailant may be
- Keep your hands visible, to prevent confusion to law enforcement
- Follow the instructions of law enforcement personnel
- Do not attempt to move wounded people
- Notify Police when you are safe

### Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:

- Be out of the active assailant's view
- Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
- Not trap you or restrict your options for movement
- Remember Cover vs. Concealment
- Spread out to reduce target area
- To prevent an active assailant from entering your hiding place:
  - Lock the door, if possible
  - Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
  - Cover any windows or openings that have a direct line of sight into a hallway

If the active assailant is nearby:

- Lock the door, if possible
- Close windows, shades and curtains.
- Silence all cell phone and other electronic devices
- Turn off any source of noise (i.e. radios, televisions, etc.)
- Hide behind large items (i.e. cabinets, desks)
- Remain silent
- Do not sound the fire alarm
  - A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit
- Notify Police when it is safe to do so

### Fight

If running and hiding are not possible:

- Remain calm
- Notify Police, if possible, to alert them of the active assailant's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:

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



### Law Enforcement

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

- While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., cell phones, bags, jackets)
- Immediately raise hands and spread fingers
- Always keep hands visible
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

## **Considerations**

If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access.

For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:

- Location of the active assailant
- Number of assailants
- Identity of the assailant(s), if known
- Physical description of assailant(s)
- Number and type of weapons held by the assailant(s)
- Number of potential victims at the location

## **After**

### **Good Practice for Coping**

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- If you are in a hallway, get into a room and secure the door
- As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
- Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.



## Bomb Threat or Explosion

### General

A Bomb Threat may result from the discovery of a suspicious package on or near District property or receipt of a threatening phone call that may indicate the risk of an explosion.



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

### Person Receiving Threat by Telephone

- Listen. Do not interrupt caller
- Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line
- Notify senior executive immediately after completing the call
- Print out and utilize the "Bomb Threat Procedures and Checklist – DHS" (Figure 1)

### Person Receiving Threat by Mail

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

### Incident Command Actions

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

- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms
- If it is necessary to evacuate the entire school site, use the fire alarm
- Notify the Senior Executive of the situation
- Direct a search team to look for suspicious packages, boxes or foreign objects
- Do not return to the threatened building until it has been inspected and determined safe by proper authorities
- Avoid publicizing the threat any more than necessary

## Search Team Actions

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

## Staff Actions

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



# Bomb Threat Procedures and Checklist – DHS

(Figure 1)

## BOMB THREAT PROCEDURES

*This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.*

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 immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, **DO NOT HANG UP**, but from a different phone, contact authorities 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 e-mail:**

- 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

**\* Refer to your local bomb threat emergency response plan for evacuation criteria**

**DO NOT:**

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

## 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/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"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long Distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud	<b>Other Information:</b>	
<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	_____	

**WHO TO CONTACT (Select One)**

- 911
- Follow your local guidelines

For more information about this form contact the DHS Office for Bombing Prevention at [OBP@dhs.gov](mailto:OBP@dhs.gov)

## Homeland Security

2014



## Cyber Threat or Attack

### Purpose

Understanding the risks and motivations behind cyber threats or attacks is crucial in establishing and implementing this Cyber Threat or Attack annex. Technology continues to improve and develop at an amazing pace and with that advancement comes the challenges of protecting what we collect and manage using that technology.



Common criminals as well as hostile foreign actors have a couple of primary motivations when it comes to attacking your organization's cyber space. Both money and operational disruption are at the top of that list. For some hackers, they thrive on finding ways to access your information and then sell it, or threaten to disclose it asking for a "ransom," while freezing up your means of storing, accessing, or distributing information.

This annex will focus on the incident management perspective and address what to do before, during, and after an incident, following current best practices. These practices fall under the general category of cyber security.

### Situation and Assumptions

Think of the cyber world as you would your own facilities. You provide appropriate fencing to ensure the security of those within its boundaries. The more access points you provide the more difficult it becomes to keep that site secure and safe. The cyber world is really the same way. Years ago we may have had only a handful of access points to our local area network. As technology improved, we added access. As we added access we provided more entry points for those who would seek our harm.

We are making some basic assumptions about systems and practices we should have in place:

- Installed and using modern firewall and antivirus software
- Conducting regular antivirus scanning
- Configured firewalls to prevent ransomware
- Keeping operating systems patches up-to-date
- Completing critical patching as expeditiously as possible
- Conducting employee cyber security awareness training including current best practices
- Keeping individual sites segregated
- Keeping user groups segregated (staff and student users segregated)
- Keeping privilege access management limited
- Using multi-factor authentication
- Implemented and using strong password policy
- Using off-site back up
- Providing email filtering to prevent spam reaching employees



## Organization and Assignment of Responsibilities

Our IT department will have leadership over all aspects of our technology equipment and network spaces. They are the core of our Cyber Security Incident Response Team.

It is the responsibility of our Information Technology (IT) professionals to maintain a safe and secure cyber space. However, it is every network user's responsibility to follow best practices introduced by our IT professionals.

## Glossary of Terms

### **Cyber Security Incident Response Team (CSIRT)**

A group of experts that assesses, documents and responds to a cyber incident so that a network can not only recover quickly, but also avoid future incidents.

### **Denial-of-service attack**

A denial-of-service attack floods systems, servers, or networks with traffic to exhaust resources and bandwidth. As a result, the system is unable to fulfill legitimate requests. Attackers can also use multiple compromised devices to launch this attack. This is known as a distributed-denial-of-service (DDoS) attack.

### **DNS Tunneling**

DNS tunneling utilizes the DNS protocol to communicate non-DNS traffic over port 53. It sends HTTP and other protocol traffic over DNS. There are various, legitimate reasons to utilize DNS tunneling. However, there are also malicious reasons to use DNS Tunneling VPN services. They can be used to disguise outbound traffic as DNS, concealing data that is typically shared through an internet connection. For malicious use, DNS requests are manipulated to exfiltrate data from a compromised system to the attacker's infrastructure. It can also be used for command and control callbacks from the attacker's infrastructure to a compromised system.

### **Malware**

Malware is a term used to describe malicious software, including spyware, ransomware, viruses, and worms. Malware breaches a network through a vulnerability, typically when a user clicks a dangerous link or email attachment that then installs risky software. Once inside the system, malware can do the following:

- Blocks access to key components of the network (ransomware)
- Installs malware or additional harmful software
- Covertly obtains information by transmitting data from the hard drive (spyware)
- Disrupts certain components and renders the system inoperable

### **Man-in-the-middle attack**

Man-in-the-middle (MitM) attacks, also known as eavesdropping attacks, occur when attackers insert themselves into a two-party transaction. Once the attackers interrupt the traffic, they can filter and steal data.

Two common points of entry for MitM attacks:

- On unsecure public Wi-Fi, attackers can insert themselves between a visitor's device and the network. Without knowing, the visitor passes all information through the attacker.
- Once malware has breached a device, an attacker can install software to process all of the victim's information.

## Phishing

Phishing is the practice of sending fraudulent communications that appear to come from a reputable source, usually through email. The goal is to steal sensitive data like credit card and login information or to install malware on the victim's machine. Phishing is an increasingly common cyberthreat.

## SQL injection

A Structured Query Language (SQL) injection occurs when an attacker inserts malicious code into a server that uses SQL and forces the server to reveal information it normally would not. An attacker could carry out a SQL injection simply by submitting malicious code into a vulnerable website search box. Learn how to defend against SQL injection attacks.

## Zero-day exploit

A zero-day exploit hits after a network vulnerability is announced but before a patch or solution is implemented. Attackers target the disclosed vulnerability during this window of time. Zero-day vulnerability threat detection requires constant awareness.

## Incident Command Actions

Maintaining a best-practices approach to cyber security requires us to keep up to date on current trends and threats in the cyber world. Most of what we know comes from internet service providers who share this information to help us be better prepared.

Our cybersecurity response process recommendations by the SANS Institute, as defined in its [Incident Handler's Handbook](#).

### Before

#### Preparation

- Define, develop, and implement an Information Security policy and procedures that addresses current and possible future risks to cyber information handling and protection
- Conduct regular and periodic training for our staff to ensure they have the tools they need to preserve our cyber security. This may include hands-on virtual or email tests and scenarios designed to reinforce safe cyber practices and protect our digital/cyber foot print.
- Perform regular security assessments and intrusion testing
- Provide a trained staff Cybersecurity Incident Response Team (CSIRT)

## During

### Identification

- Monitor IT systems and detect deviations from normal operations and see if they represent actual security incidents
- Establish type and severity
- Log actions and responses
- Collect evidence

### Containment

- Isolate impacted system(s)
- Implement temporary workarounds to maintain operations

### Eradication

- Identify the root cause
- Remove malicious software from all affected systems
- Take action to prevent root cause from recurring

## Caution

### COMMON MISSTEPS

Common missteps an organization can make when first responding



Mitigating the affected systems before responders can protect and recover data	
Touching adversary infrastructure (Pinging, NSlookup, Browsing, etc.)	
Preemptively blocking adversary infrastructure	
Preemptive credential resets	
Failure to preserve or collect log data that could be critical to identifying access to the compromised systems	
Communicating over the same network as the incident response is being conducted (ensure all communications are held out-of-band)	
Only fixing the symptoms, not the root cause	





## After

### Recovery

- Bring affected systems back online
- Test, verify, and monitor affected systems to ensure they are operating normally

### After-Action Report

- Finalized incident documentation
- Perform a retrospective of the incident to determine what was effective and what was not to identify lessons learned
- Modify and update this annex and any policy or procedure identified as insufficient or failed in the after-action debrief and report

## Authorities and References

### State

Cal OES - California Cybersecurity Integration Center

- <https://www.caloes.ca.gov/cal-oes-divisions/law-enforcement/california-cybersecurity-integration-center>

### Federal

Department of Homeland Security - Cybersecurity and Infrastructure Security Agency (CISA)

- <https://www.cisa.gov/>

National Institute of Standards and Technology (NIST) – Cybersecurity

- <https://www.nist.gov/cybersecurity>

## Earthquake

### Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to **Duck, Cover, and Hold**.



The Incident Commander will make the following announcement on the PA System:

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

Note: If the PA system is not available, use other means of communication, i.e. send messengers to deliver instructions, email, etc.

### Description of Action

#### If inside

- Drop to knees
- Get under desk and remain facing away from windows
- Clasp both hands behind neck
- Bury face in arms
- Make body as small as possible
- Close eyes and cover ears with forearms.

#### If outside

- Drop to knees
- Clasp both hands behind neck
- Bury face in arms
- Make body as small as possible
- Close eyes and cover ears with forearms.
- Avoid glass and falling objects

### Procedures

- 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 prescribed 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 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 District's buildings, if needed.
- The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

## During Non-Operating Hours

- The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed.
- If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

## Extreme Heat and Unhealthy Air Quality

110°



### Purpose

The purpose of this annex is to ensure that staff is advised of hazardous conditions caused by extreme heat conditions and/or unhealthy air quality and to minimize exposure to those conditions. Governmental agencies, such as the Air Quality Management District (AQMD), the National Weather Service (NWS-NOAA), the Center for Disease Control (CDC) and others provide guidance in how to respond to unhealthy air quality and extreme heat conditions.

### Actions

The Incident Commander monitors air quality and heat conditions to provide recommended actions during an unhealthy air quality or extreme heat event. The Incident Commander will keep the Senior Executive or designee informed of these conditions and activate this annex. Upon activation, site administrators will perform the following:

- Notify students and staff when unhealthy air quality or extreme heat conditions exist.
- Modify District programs and work assignments for the protection of students and staff.
- Adhere to the Unhealthy Air Quality and Extreme Heat Plan to correspond with current recommendations of both the AQMD and the NWS.
- Cooperate with other governmental agencies and with the total community in matters of critical concern regarding unhealthy air quality and extreme heat.

### District Activities and What To Do During Extreme Heat Conditions.

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. The Incident Commander monitors temperature and humidity in the District and the National Weather Service website to ensure that our District sites are notified upon attainment of an extreme heat condition.

Always provide adequate amounts of water to students and staff to maintain appropriate hydration, use areas shaded from the direct sunlight, and:

- When the Heat Index reaches the range of 90 to 105 degrees Fahrenheit, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity.
- When the Heat Index reaches the range of 105 to 130 degrees Fahrenheit, sunstroke and heat exhaustion are likely and heat stroke is possible. Everyone shall discontinue prolonged, vigorous outdoor activity.
- When the Heat Index reaches or exceeds 130 degrees Fahrenheit, heat stroke is highly likely with continued exposure. Everyone shall discontinue all vigorous outdoor activity.

## Fire - Structural

The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.



### Procedure

**NOTE** – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more “targets.” Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.

- If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
  - The Incident Commander will call 911 and provide the location and nature of the incident
- The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
  - Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
- Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
  - Staff will notify the Incident Commander of any missing students
- If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
  - All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate “the fire is out”
- The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
- The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
- Outreach and Communication to disseminate information
  - In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
  - If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school

hours, the Incident Commander and the Senior Executive will determine if the school site will open the following day.

## Fire – Forest, Wildfire, or Urban Interface



### General

Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

### Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

### Incident Command Actions

#### Before

- Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines
- Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205)
- Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework

#### During

- Call 911 if you see a fire or flames.
- Activate and follow your Emergency Operations Plan.
- Use your internal Emergency Management Alert System to communicate with staff, students and parents.
- Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
- If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn off HVAC and natural gas. Turn on lights to help rescuers find you if you have power. Fill sinks and tubs with water and keep windows and doors unlocked.
- Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC
- You might consider predesignating a representative to be an active member of the Recovery task force.

- If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (ie: American Red Cross).
- Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. [https://www.dir.ca.gov/title8/5141\\_1.html](https://www.dir.ca.gov/title8/5141_1.html). and you can find resources on wildfire smoke safety in this Cal/OSHA link. <https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html>
- Monitor the Air Quality Index (AQI) at [www.airnow.gov](http://www.airnow.gov) and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at <https://tools.airfire.org/> or a local air district, which can be located at [www.arb.ca.gov/capcoa/dismap.htm](http://www.arb.ca.gov/capcoa/dismap.htm)
- Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.
- 
- If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.
- Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make sure air is on “re-circulate” mode.

## After

- Continue to follow your EOP Recovery Annex
- Listen to authorities to find out when it is safe to return and whether water is safe to drink.
- Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.
- Avoid downed power lines.
- Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
- For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.
- Continue to monitor the Air Quality Index (AQI) at [www.airnow.gov](http://www.airnow.gov) and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at <https://tools.airfire.org/> or a local air district, which can be located at [www.arb.ca.gov/capcoa/dismap.htm](http://www.arb.ca.gov/capcoa/dismap.htm)
- Contact your insurance company/insurance pool/JPA for assistance.
- Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.
- Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.
- Be prepared to provide emotional and wellbeing services and resources for students and staff. Mental and physical fatigue are common in these situations .
- <https://www.cdc.gov/disasters/wildfires/afterfire.html> and <https://emergency.cdc.gov/coping/index.asp> and [www.NCTSN.org](http://www.NCTSN.org).



- Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
- The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
- The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
- The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
- The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
- If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
- All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
- The Incident Commander should monitor local radio stations for emergency information.
- The Incident Commander will notify the Senior Executive of the emergency situation
  - The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information
- If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
- The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
- In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

## Flood

### General

Flooding is a natural feature of the climate, topography, and hydrology, of Noyo River and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather. Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the grounds or building. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee.



### Scope

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on center grounds.

### Core Functions

The City Office of Emergency Management, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the center community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or director, will activate the EOP and implement the Incident Command System.

### Incident Command System

The community's siren acts as a warning system to notify staff and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

### Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Reverse Evacuation
- Relocation
- Reunification
- Access and Functional Needs Population
- Continuity of Operations (COOP)
- Psychological Healing
- Mass Care

## Activating the District Emergency Operations Center (EOC)

The Incident Commander will determine the need to activate the District's EOC and transfer incident command responsibilities when first responders arrive. The following actions described are before responders arrive on the scene.

### Incident Command Actions

- Issue stand-by instruction
- Determine if evacuation is required
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site
- Ensure that all students have been evacuated
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars
- Ensure that staff and students do not return to the building until proper authorities have determined that it is safe to do so
- Determine whether the center will be closed or remain open
- Document all actions taken
- Follow the District's Emergency Operations Plan

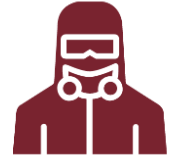
### Office/Support Staff Actions

- Monitor radio and Internet for flood information and report any developments to the Incident Commander
- Review procedures with staff as needed
- Disseminate information about the incident and follow-up actions such as relocation site and reunification procedures
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded
- Take appropriate action to safeguard property
- Document all actions taken

### Staff Actions

- Execute evacuation procedures when instructed
- Take the roster and emergency kits. Take attendance before leaving the site
- Remain with students throughout the evacuation process
- Upon arrival at the safe site, take attendance. Report any missing or injured students
- Do not return to the building until it has been inspected and determined safe by proper authorities
- Document all actions taken

## Hazardous Materials Incident (HazMat)



### Goals

- Store all hazardous materials on site to prevent spills or releases.
- Keep students away from spills or releases of hazardous materials.
- Clean up spill/release of hazardous materials and properly dispose of resulting hazardous waste.

### Objectives

- Provide training on proper storage of hazardous materials to all staff that handle them.
- Establish evacuation or shelter in place procedures for keeping students away from spills or releases of hazardous materials.
- Have trained staff or licensed clean up company remediate spill/release of hazardous materials.

### General

A Hazardous Materials Incident covers a fairly broad area and can be quite complex. For planning purposes, we will consider hazardous materials as any chemical-based substance which, when released inadvertently, can cause harm to the environment and injury or possibly death to humans.

### On-Site HazMat Incident

- Notify Incident Commander
- Follow Evacuation Procedures
- Call 911
- Incident Commander will notify the Senior Executive
- Incident Commander should have the following available for the fire department upon their arrival:
  - Location and type of hazardous material, if known (locate Safety Data Sheet and provide to responders)
  - Knowledge of anyone remaining in the building
  - Floor plans and internal systems information

### Off-Site HazMat Incident

Upon notification by authorities of a hazardous material accident which could affect the District, the Incident Commander will ensure:

- HVAC power is Shut off
- Communication to staff that all windows and doors must remain closed until further notice
- Senior Executive staff has been notified

- Communication with emergency responders is maintained

## Infectious Disease

### Purpose

The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. **This annex does not replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH) requirements.**



Following are two current and specific requirements:

- COVID-19 Safety Plan (CSP) – The CSP is outlined in the CDPH Guidance and Framework for K-12 schools dated January 14, 2021
- The COVID-19 Prevention Plan (CPP) – The CPP is a requirement of the Cal/OSHA COVID -19 Prevention emergency temporary standard.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:

- EOPs may have to be activated with community partners if there is an infectious disease outbreak;
- Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
- Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
- Depending on the disease, there may potentially be some deaths in the community; and,
- If handled poorly, community trust in our organization is likely to be shaken.

### Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:

- Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a *viral infection*,
- *Bacterial infections* that can cause E. Coli, MRSA, and strep throat, and
- *Fungal infections*, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity

- Depending upon the specific virus, it can cause more severe illness than regular flu

Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The “**Historical Information**” section of this annex identifies some of the major infectious diseases that have affected us in the near past.

## Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

### Case

A case is defined as *an individual* with the disease.

### Outbreak

An outbreak is defined as a *localized*, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

### Epidemic

An epidemic is defined as the *occurrence of more cases of disease than expected* in a given area or among a specific group of people over a period.

### Pandemic

A pandemic is defined as an *epidemic occurring over a very wide area* (several countries or continents) and usually affecting a large proportion of the population.

## Situation and Assumptions

The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.

**Phase 1:** A virus in animals has caused no known infections in humans.

**Phase 2:** An animal flu virus has caused infection in humans.

**Phase 3:** Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.

**Phase 4:** The risk for a pandemic is greatly increased but not certain.

**Phase 5:** Spread of disease between humans is occurring in more than one country of one WHO region.

**Phase 6:** Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

**Figure 1: Infectious Disease Phases (WHO)**



## Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

### **Level 3 (lowest level):**

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

### **Level 2 (intermediate level):**

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

### **Level 1 (highest level):**

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A



(H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

## Continuity of Operations (Annex Specific)

### Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel protective equipment and telework policies are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

- Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on hand-shaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
- Establishing flexible work hours or worksite, (e.g., telecommuting);
- Promoting social distancing between employees and those with whom they interact to maintain six-foot spatial separation between individuals; and
- Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.

When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

- Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
- Monitor and periodically test protection methods.
- Track and implement changes in approved or recommended protection measures.
- Pre-position material and equipment onsite.

- Ensure essential personnel are at the primary worksite.
- Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
- Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

## Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

## Plan Development

- During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
- Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
- It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
- We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

## Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention ([cdc.gov](https://www.cdc.gov)) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

## Incident Command Actions

### Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:

- Your local health department contact
- (Searchable database <https://www.naccho.org/membership/lhd-directory>)
- California Department of Public Health – <https://www.cdph.ca.gov/>
- Centers for Disease Control and Prevention (CDC) - <https://www.cdc.gov/>

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

### During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:

- Communication annex
- Continuity of Operations Plan (COOP) annex

Additional actions include:

- Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
- Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
- Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
- Insure those who are ill stay home
- Send the sick home immediately
- Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services
- Keep staff and students informed of developing issues
- Assist the Department of Health and Human Services in monitoring outbreaks
- Respond to media inquiries regarding organization attendance status
- Implement telework procedures, if necessary, so that staff can stay home

- Maintain surveillance after the initial epidemic in the event a second wave passes through the community






### **After**

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

## Respiratory Virus Guidance Snapshot




★  
 CORE STRATEGIES

**Core prevention strategies**


<b>Immunizations</b> 	<b>Hygiene</b> 	<b>Steps for Cleaner Air</b> 	<b>Treatment</b> 	<b>Stay Home and Prevent Spread*</b> 
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+  
 ADDITIONAL STRATEGIES


**Additional prevention strategies**


<b>Masks</b> 	<b>Distancing</b> 	<b>Tests</b> 
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**\*Stay home and away from others until, for 24 hours BOTH:**

  
 Your symptoms are getting better

+

  
 You are fever-free (without meds)

 **Then take added precaution for the next 5 days**

**Layering prevention strategies can be especially helpful when:**

- ✓ Respiratory viruses are causing a lot of illness in your community
- ✓ You or those around you have risk factors for severe illness
- ✓ You or those around you were recently exposed, are sick, or are recovering

## COVID-19 Specific Guidance

## Landslides & Debris Flow

Landslides occur in all U.S. states and territories and can be caused by many factors including earthquakes, storms, volcanic eruptions, fire and human modification of land. The deadliest landslides are the ones that occur quickly, like debris flows, often with little notice. Whether you are at work or at home, the best way to prepare is to stay informed, and understand when a dangerous landslide is likely to occur.



In a landslide, masses of rock, earth or debris move down a slope. Debris and mud flows are rivers of rock, earth, and other debris saturated with water. They develop during intense rainfall, runoff, or rapid snowmelt, changing the earth into a flowing river of mud or “slurry.” They can flow rapidly, striking with little or no warning at avalanche speeds (faster than a person can run). They also can travel many miles from their source, growing in size as they pick up trees, boulders, cars and other materials. Debris flows don’t always stay in stream channels and they can flow sideways as well as downhill.

When a wildfire burns a slope, it increases the chance of debris flows for several years. Although some landslides require lengthy rain and saturated slopes, a debris flow can start on a dry slope after only a few minutes of intense rain. “Intense” rain means a burst of rain at a fast rate, about half an inch in an hour. With debris flows, the rate matters more than total rainfall.

How to protect staff, students and property depends on the type of landslide. Land-use zoning, professional inspections, and proper design can reduce many landslide problems but evacuation is often the only way to protect lives from a debris flow or other fast-moving landslide. Never ignore an evacuation order.

### Before a Landslide

The following are things we can do to protect staff, students, visitors and property from the effects of a landslide or debris flow:

- To begin preparing, build an emergency kit and make sure our Communications Annex is up to date.
- Connect with our local emergency services, heed evacuation warnings.
- Leave if we have been told to evacuate or we feel it is unsafe to remain at our site. Text **SHELTER** + your ZIP code to **43362** (4FEMA) to find the nearest shelter in your area (example: **shelter 12345**).
- Prepare for landslides by following proper land-use procedures - avoid building near steep slopes, close to mountain edges, near drainage ways or along natural erosion valleys.
- Become familiar with the land around us. Learn whether landslides have occurred in our area by contacting local officials. However, don’t assume that what happened last time will happen

next time. Debris flows can start in places they've never been and return to slopes where they've already been.

- Get an assessment of our District's property by a qualified geotechnical professional.
- Consult a professional for advice on appropriate preventative measures for our District's sites.
- Protect District property based on the recommendations from the 'qualified geotechnical professional' and/or local city/county guidance on protection from debris flow and flooding. We can't stop or change the path of a debris flow. However, we may be able to protect District property from floodwaters or mud by use of sandbags, retaining walls or k-rails (Jersey barriers).
- In mud and debris flow areas, consider building channels or deflection walls to try to direct the flow around buildings. Be aware, however, that when a flow is big enough, it goes where it pleases. Also, if we divert the flow and it flows onto property owned by others, we may be liable for damages.

## Recognize Warning Signs

Watch for debris flows and other fast-moving landslides that pose threats to life:

- If you are near a wildfire burn area, sign up for emergency alerts and pay attention to weather forecasts for the burn area. The weather in the burn area could be very different from where you are.
- Listen and watch for rushing water, mud, unusual sounds.
- Unusual sounds, such as trees cracking or boulders knocking together, might indicate moving debris.
- A faint rumbling sound that increases in volume is noticeable as the landslide nears.
- Fences, retaining walls, utility poles, k-rails, boulders, or trees move.
- Huge boulders in the landscape can be signs of past debris flows.

Watch for slow-moving landslides that pose threats to District property:

- Changes occur in landscape such as patterns of storm-water drainage on slopes (especially the places where runoff water converges) land movement, small slides, flows, or progressively leaning trees.
- Doors or windows stick or jam for the first time.
- New cracks appear in plaster, tile, brick, or foundations.
- Outside walls, walks, or stairs begin pulling away from the building.
- Slowly developing, widening cracks appear on the ground or on paved areas such as streets or parking lots.
- Underground utility lines break.
- Bulging ground appears at the base of a slope.
- Water breaks through the ground surface in new locations.
- Fences, retaining walls, utility poles, or trees tilt or move.
- The ground slopes downward in one direction and may begin shifting in that direction under your feet.

## During a Landslide

- Activate our Emergency Operations Plan and follow the plan concerning all notifications and communications.
- Listen to local news stations on a battery-powered radio for warnings.
- Heed all warnings and evacuation notices.
- Be aware that by the time you are sure a debris flow is coming, that will be too late to get away safely. Never cross a road with water or mud flowing. Never cross a bridge if you see a flow approaching. It can grow faster and larger too quickly for you to escape.
- If you do get stuck in the path of a landslide move uphill as quickly as possible.
- Avoid river valleys and low-lying areas during times of danger.
- If you are near a stream or channel, be alert for any sudden increase or decrease in water flow or water that changes from clear to muddy. These can be signs that a landslide is coming.

## After a Landslide

- Stay away from the slide area. There may be danger of additional slides.
- Listen to local radio or television stations for the latest emergency information.
- Watch for flooding. Floods sometimes follow landslides and debris flows because they may both be started by the same conditions.
- Check for injured and trapped persons near the slide, without entering the direct slide area. Direct rescuers to their locations.
- Report broken utility lines and damaged roadways and railways to appropriate authorities. Reporting potential hazards will get the utilities turned off as quickly as possible, preventing further hazard and injury.
- Allow trained professionals to check the building foundations, and surrounding land for damage.
- Replant damaged ground as soon as possible since erosion caused by loss of ground cover can lead to flash flooding and additional landslides in the near future.
- Seek advice from a geotechnical expert for evaluating landslide hazards or designing corrective techniques to reduce landslide risk. A professional will be able to advise you of the best ways to prevent or reduce landslide risk, without creating further hazard.



## Power and Utility Failure



Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:

- Disrupt communications, water, and transportation
- Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
- Cause food spoilage and water contamination
- Prevent use of medical devices

### Protect Students And Staff During A Power Outage

- Keep freezers and refrigerators closed
- Only use generators outdoors and away from windows or air intakes
- Do not use gas appliances for heating
- Disconnect appliances and electronics to avoid damage from electrical surges
- Have alternate plans for refrigerating medicines or using power-dependent medical devices
- If safe, go to an alternate location for heat or cooling

### Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site

- Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
- Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
- Include a photo of each panel and label the photos corresponding to the panel numbers
- If panels do not have a numeric identifier, consider adding that at all panel locations
- Label the site main and subpanel main shut-off for each panel so as to minimize confusion
- Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

### Backup Supplies and Other Resources

- Identify all of the items needed that rely on electricity
- Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
- Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life

- Plan for batteries and other alternatives to meet our needs when the power goes out
- Sign up for local alerts and warning systems. Monitor weather reports
- Ensure that any carbon monoxide detectors are in working order and that battery backups are available
- Determine whether the phone system will work in a power outage and how long battery backup will last
- Review the supplies that are available in case of a power outage
- Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
- Maintain an inventory of nonperishable food and water
- Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
- Keep mobile phones and other electric equipment charged and gas tanks full

## Survive During

When power goes out, a trained and responsible employee should:

- Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
- Maintain food supplies that do not require refrigeration
- Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
- Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

## Power Restoration

- When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
- If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

## Severe Weather

### General

The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather.



### Hazard Analysis

#### Severe Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

#### Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to \$1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

### Incident condition

When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously. When the impacts exceed the capabilities of local jurisdictions, the State must respond in a timely, organized, and efficient manner in order to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

### Planning Facts and Assumptions

- Severe weather-related hazards can occur at any time throughout the year
- Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being impacted
- Local jurisdictions adversely affected by severe weather may utilize mutual aid agreements as part of their response to the disaster
- Local jurisdictions affected by severe weather may request resources from the State as the situation evolves
- The Governor may declare a State of Emergency for severely affected areas to enable State resources to rapidly assist affected jurisdictions as needed

## Transportation Incident (Air, Sea, Land)

### Background

Transportation systems have been the source of some of the modern era's biggest disasters. The September 11th attacks exploited the air transportation system to inflict catastrophic damage on New York and the Washington D.C. area. Air, marine, and surface systems have all produced high casualty count disasters.



Much of the vulnerability to transportation accidents is built into a community's transportation infrastructure. Some transportation accidents could fall under multiple categories. For example, the explosion of a fuel tanker on a bridge could fall under this section, hazardous materials, fires, or infrastructure failure. An accident doesn't have to happen locally for it to have a major impact on the community.

### Air Transport

About 95% of all accidents involve general aviation (private aircraft) and only 5% involve commuter, charter, and scheduled airlines. Almost half (48%) of fatal commercial aircraft accidents occur during the final approach and landing phase of flight. The second most common phase is take off and initial climb (13% of fatal accidents). The FAA acknowledges this danger and requires airports to create special emergency plans that detail how they would respond to a crash within five miles from their boundaries. Nationally, despite the hundreds of thousands of planes that fly over urban areas, the number of crashes that have killed or injured non-passengers is very small.

### Marine Transport

Maritime accidents include many different mishaps, such as grounding, capsizing, sinking, collision, fire, explosion and chemical spill. Worldwide, some of the worst maritime accidents have involved the sinking of passenger ferries. Many maritime accidents have a hazardous materials linkage. Great environmental damage has occurred as a result of oil spills.

### Surface Transport

Accidents on surface streets, highways, and railways can cause multiple fatalities, large hazardous materials releases, and damage to infrastructure. Nationally, large accidents have involved passenger buses, fuel tankers, and train derailments. According to the Federal Highway Administration, the majority of weather-related car accidents happen on wet pavement or in rain.

### Vulnerability

Transportation accidents present two sets of vulnerability. The first is to the vessels and vehicles themselves and the people in them. The second is to everything and everyone around them. People in transit are in an inherently vulnerable position. They are densely packed into vehicles or vessels and

then moved at high speed across environments in which they could not often survive without help (e.g. the ocean). When things go wrong, many passengers can get hurt.

As large vehicles and vessels move about, often containing hazardous materials, they are liable to affect people and the built environment around them. Areas near aircraft flight paths, highways, and the shoreline are more likely to be affected by an accident than other areas. Urban areas are inherently vulnerable due to high population density and the cost and complexity of the built environment through which transportation systems run.

## Areas More Prone to Aviation Accidents

The areas that are most likely to be hit are the ones under or close to the flight paths, especially if they are within five-miles of an airport.

### Consequences

Transportation accidents are a classic case of a hazard with a vast number of low-impact events and a minute number of high-impact events. Every year roughly 35,000 – 45,000 people die in transportation accidents in the United States. The clear majority of these are the result of motor vehicle accidents. Most motor vehicle fatalities occur in passenger vehicles and small trucks, and on freeways and principal arterials. While individual accidents are not large incidents, they have a large cumulative impact. The long-term trend has been down. Many programs and regulations have been established to improve safety and the means to handle the most frequent incidents fall well within the scope of daily operations of local government.

Occasionally, larger incidents occur that have a bigger, more lasting impact on the community and challenge the response capabilities of local government. Outlined below are characteristics of what we can expect from the “most likely” large incident and what we can expect from the “maximum credible” scenario.

With so many smaller transportation incidents, the most likely scenario is one that just exceeds the normal response capabilities of local government. This is in contrast to incidents like earthquakes in which individual occurrences are more likely to be high impact.

The most likely scenario would present a slightly higher level of impact. Despite the different transportation modes that might be involved, there are some similarities in impacts.

- There is high likelihood of fatalities. This is in contrast to other hazards in which the “most likely” scenario involves a lot more property damage.
- The geographic scope would be limited to the immediate scene of the incident with a strong possibility that transportation routes through the impacted area would be blocked. Infrastructure outages are also possible.
- The duration of the incident would be limited. It would be likely that rescue and recovery operations could be completed in less than a few days. Transportation and infrastructure outages would also be restored in a similar amount of time.
- Neighboring buildings and the people in them will probably be affected to some degree, but the majority of the casualties will be among those in the vehicle or vessel.

- Maritime accidents tend to involve more property damage, especially when ships collide with bridges and other infrastructure.
- There is a high likelihood of secondary hazards, especially fires and hazardous material spills. Transportation incidents can also be secondary hazards themselves.
- Overall, the most likely major transportation incident will be short, but intense. Unless there is major infrastructure damage (i.e., to a bridge) the recovery will probably quick and complete.

# Tsunami

## Purpose

The purpose of this annex is two-fold. The first priority is to save lives through Tsunami awareness training and preparedness which equips us to know what to do, whether we have plenty of advance warning or little to no warning. The second priority is to equip us to provide shelter and support for those communities who may be directly affected by a Tsunami. This annex will provide an overview and will include resources you can use to be better prepared.

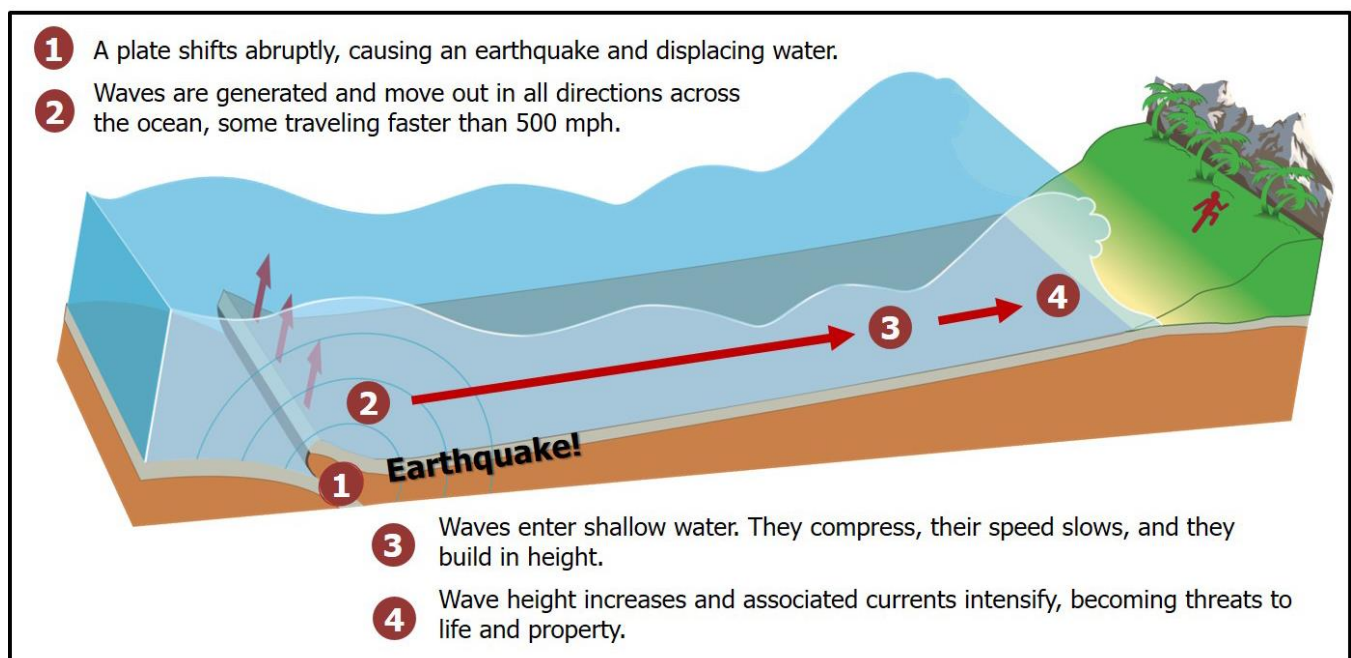


## Situation and Assumptions

A tsunami is one of nature’s most powerful and destructive forces. It’s a series (more than one) of extremely long waves caused by a large and sudden displacement of the ocean (after an earthquake, for example). A tsunami radiates outward in all directions from its source and can move across entire oceans in less than a day.

The speed of a tsunami depends on the depth of the water it’s traveling through. The deeper the water, the faster the tsunami. In the deep ocean, tsunamis are barely noticeable, but they can move as fast as a jet plane, over 500 mph. As they enter shallow water near land, they slow to approximately 20 or 30 mph, which is still faster than a person can run.

As they slow down, tsunamis grow in height. In extreme cases, they can exceed 100 feet when they strike near their source. Large tsunamis can flood low-lying coastal areas more than a mile inland.



Text and image credit: NHMP Tsunami Information Guide, 2019

Large image: Modified from The orphan tsunami of 1700—Japanese clues to a parent earthquake in North America, 1st edition, USGS Professional Paper 1707, by B. F. Atwater and others.

We provide appropriate training to our staff, students, and volunteers, as necessary, to keep them informed of actions and roles that may be needed in a Tsunami incident. Coastal inundation and evacuation maps are provided for our area, and may include adjacent areas and counties. They are sorted, alphabetically, first by County, then by area.

## Continuity of Operations (Annex Specific)

### Tsunami Categories

A tsunami can be categorized as local, regional, or Pacific-wide. Those terms describe the potential destruction relative to the tsunami source area.

**Local (near-source)** tsunamis occur soon after the generating event and allow little time for warning and evacuations. Their impact may be large, but in a limited area. For example, in 1958, waves from a local tsunami in Lituya, Alaska ran up 485 meters, but destruction was focused on a small area.

**Regional (intermediate)** tsunamis are by far the most common. Destruction may be limited because the energy released was not sufficient to generate a destructive Pacific-wide tsunami, or because the source area limited the destructive potential of the tsunami. These events can occur within 15 minutes to 2 hours after the generating event. Areas affected by the tsunamis may not have felt the generating event.

**Pacific-wide (distant source)** tsunamis are much less frequent, but have a far greater destructive potential. The waves are not only larger initially, but they subject distant coastal areas to their destructive impact as they cross the Pacific basin. For example, the Chilean tsunami of May 22, 1960, spread death and destruction across the Pacific from Chile to Hawaii, Japan, and the Philippines. These events may have long lead times (up to 6 hours), but the breadth of the destruction is wide.

## Organization and Assignment of Responsibilities

We utilize the Incident Command System following SEMS/NIMS guidelines for all hazards and threats. For further detail refer to the “Purpose,” “Objectives,” and “Scope” of this EOP found in the Basic Plan section.

## Plan Development

Each site lying within areas identified in the Inundation and Evacuation Maps section of this annex should pre-identify evacuation routes and locations to reassemble following a Tsunami event.

## Authorities and References

### IF YOU ARE UNDER A TSUNAMI WARNING:

- First, protect yourself from an Earthquake. Drop, Cover, then Hold On.



- Get to high ground as far inland as possible.
- Be alert to signs of a tsunami, such as a sudden rise or draining of ocean waters.
- Listen to emergency information and alerts.
- Evacuate: DO NOT wait! Leave as soon as you see any natural signs of a tsunami or receive an official tsunami warning.

## Incident Command Actions

### Before

- If your site is near a coastal area, learn about the risk of tsunami in the area
- Consult your County EOC to integrate your planning with theirs
- If you are new to the area, ask about community plans
- Learn the signs of a potential tsunami, such as an earthquake, a loud roar from the ocean, or unusual ocean behavior, such as a sudden rise or wall of water or sudden draining of water showing the ocean floor
- Know and practice our community evacuation plans and map out your routes from school, home, and play
- Pick shelters 100 feet or more above sea level, or at least one mile inland. Other schools and/or school districts may be willing to enter into a memorandum of understanding with your district
- Create a family emergency communication plan that has an out-of-state contact. Plan where to meet if you get separated
- Sign up for your community's warning system. The Emergency Alert System (EAS) and National Oceanic and Atmospheric Administration (NOAA) Weather Radio also provide emergency alerts

### During

- If you are in a tsunami area and there is an earthquake, first protect yourself from the earthquake. Drop, Cover, and Hold On. Drop to your hands and knees. Cover your head and neck with your arms. Hold on to any sturdy furniture until the shaking stops
- When the shaking stops, if there are natural signs or official warnings of a tsunami, then move immediately to a safe place as high and as far inland as possible. Listen to the authorities, but do not wait for tsunami warnings and evacuation orders.
- If you are outside of the tsunami hazard zone and receive a warning, then stay where you are unless told otherwise by your organization management or other authorities.
- Leave immediately if you are told to do so. Evacuation routes are often marked by a wave with an arrow in the direction of higher ground.
- If you are in the water, then grab onto something that floats, such as a raft, tree trunk, or door.
- If you are in a boat, then face the direction of the waves and head out to sea. If you are in a harbor, then go inland.



## **After**

- Listen to local alerts and authorities for information on areas to avoid and shelter locations.
- Avoid wading in floodwater, which can contain dangerous debris. Water may be deeper than it appears.
- Be aware of the risk of electrocution. Underground or downed power lines can electrically charge water. Do not touch electrical equipment if it is wet or if you are standing in water.
- Stay away from damaged buildings, roads, and bridges.
- Save phone calls for emergencies. Phone systems are often down or busy after a disaster. Use text messages or social media to communicate with family and friends.

## Tsunami Warnings

### **Del Norte County Office of Emergency Services**

#### **Del Norte Community Alert System - Register**

<https://member.everbridge.net/index/892807736723128#/signup>

#### **Del Norte Community Alert System – Update Your Information**

<https://member.everbridge.net/892807736723128/login>

### **Humboldt County Office of Emergency Services (OES)**

#### **Humboldt Alert – Register**

<https://member.everbridge.net/index/453003085616405#/signup>

#### **Humboldt Alert – Update Your Information**

<https://member.everbridge.net/453003085616405/login>

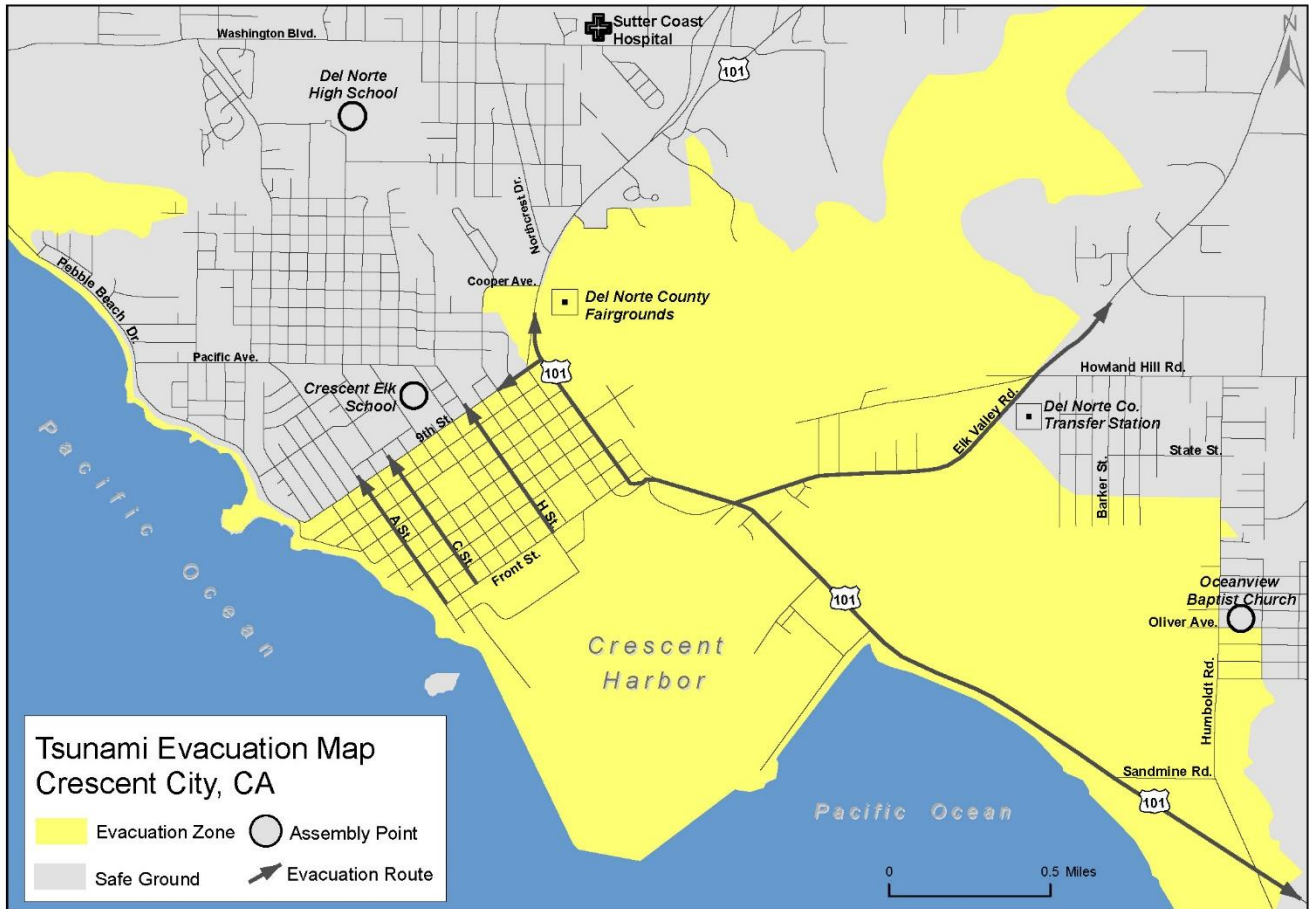
### **Federal and International Warning Systems**

#### **NOAA / National Weather Service – U.S. Tsunami Warning System**

<https://ntwc.ncep.noaa.gov/>

# Inundation and Evacuation Maps - Del Norte County

## Crescent City



Note: This evacuation map is based on the State of California inundation projections and the best currently available scientific information. It is intended for emergency planning purposes only. This map may be revised as new information becomes available.



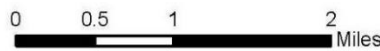
**Klamath**

## Klamath Tsunami Evacuation Zone



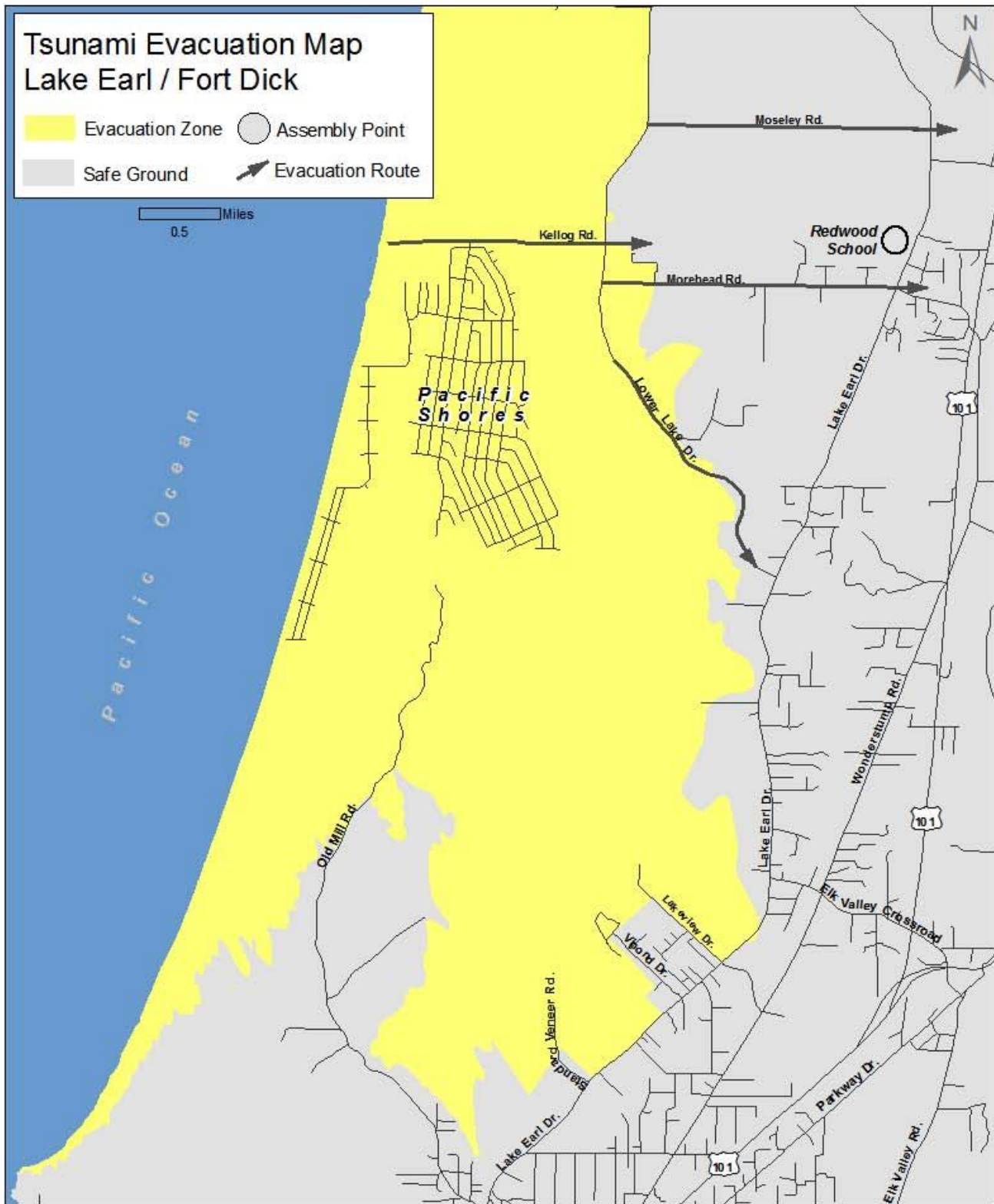
**Legend**

- Yurok Roads
- Tsunami Evacuation Zone
- Bodies of Water
- Safe Areas



Map Creator:  
 Yurok Tribe Emergency Services  
 Date: February 2010  
 Sources: Yurok Tribe Land Management &  
 The National Weather Service

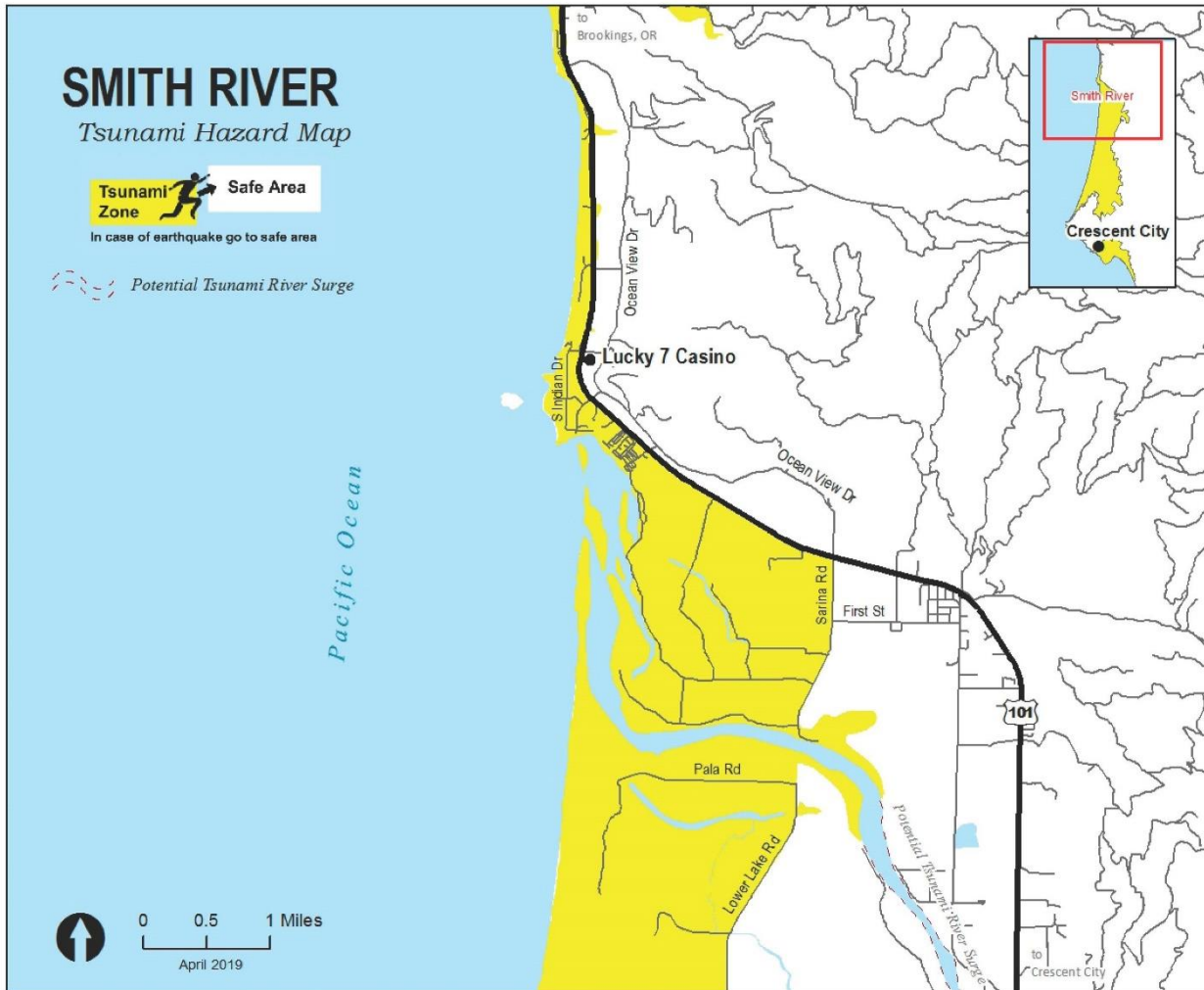
### Lake Earl/Fort Dick



Note: This evacuation map is based on the State of California inundation projections and the best currently available scientific information. It is intended for emergency planning purposes only. This Board Agenda Packet August 14, 2024 becomes available.



### Smith River



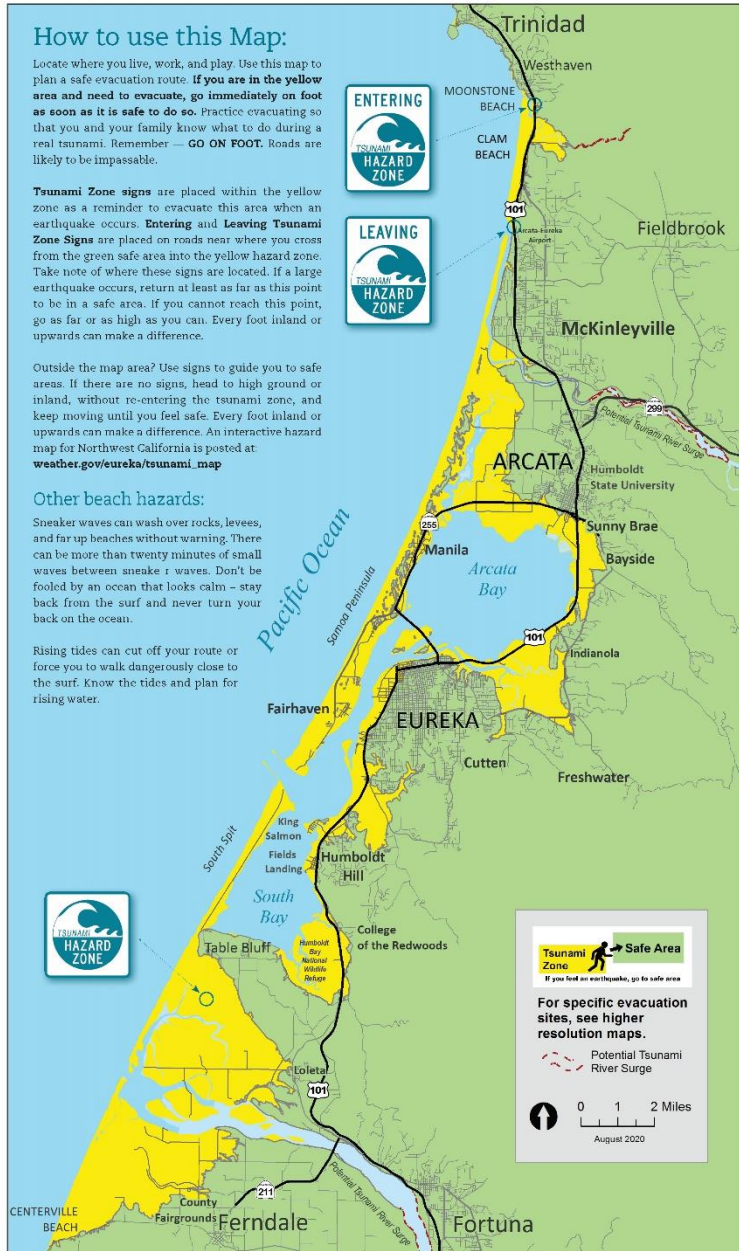
**This map is to help you protect yourself from the worst-case tsunami expected along our coast.** It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be

changed or updated as additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. **It is intended to support tsunami evacuation planning and should not be used for any other purposes.**



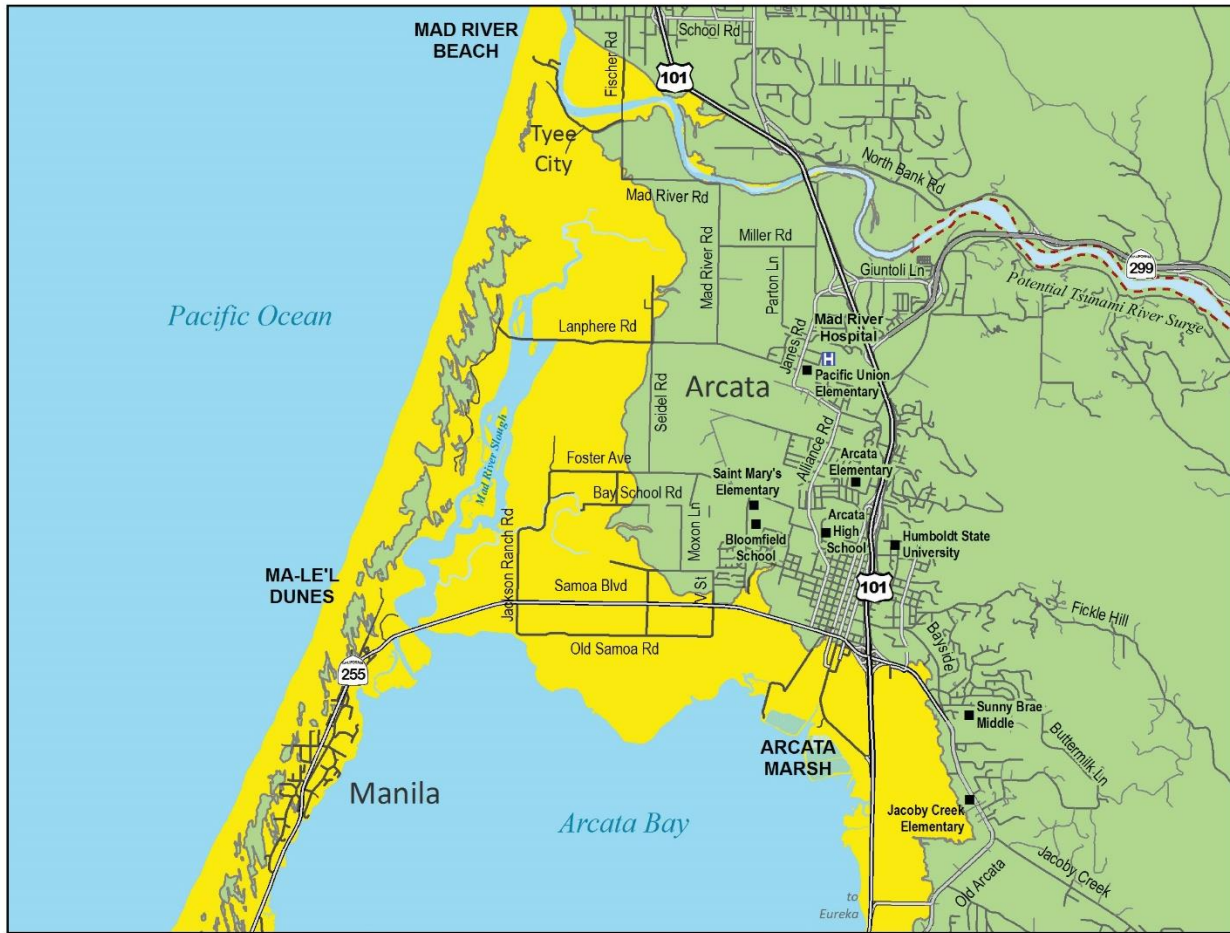
# Humboldt County

## Humboldt Regional



This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Federal Tsunami Hazard Zones developed by Humboldt State University and Tsunami Foundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. It is intended to support tsunami evacuation planning and should not be used for any other purposes.

**Arcata**



**ARCATA**  
 Tsunami Hazard Map

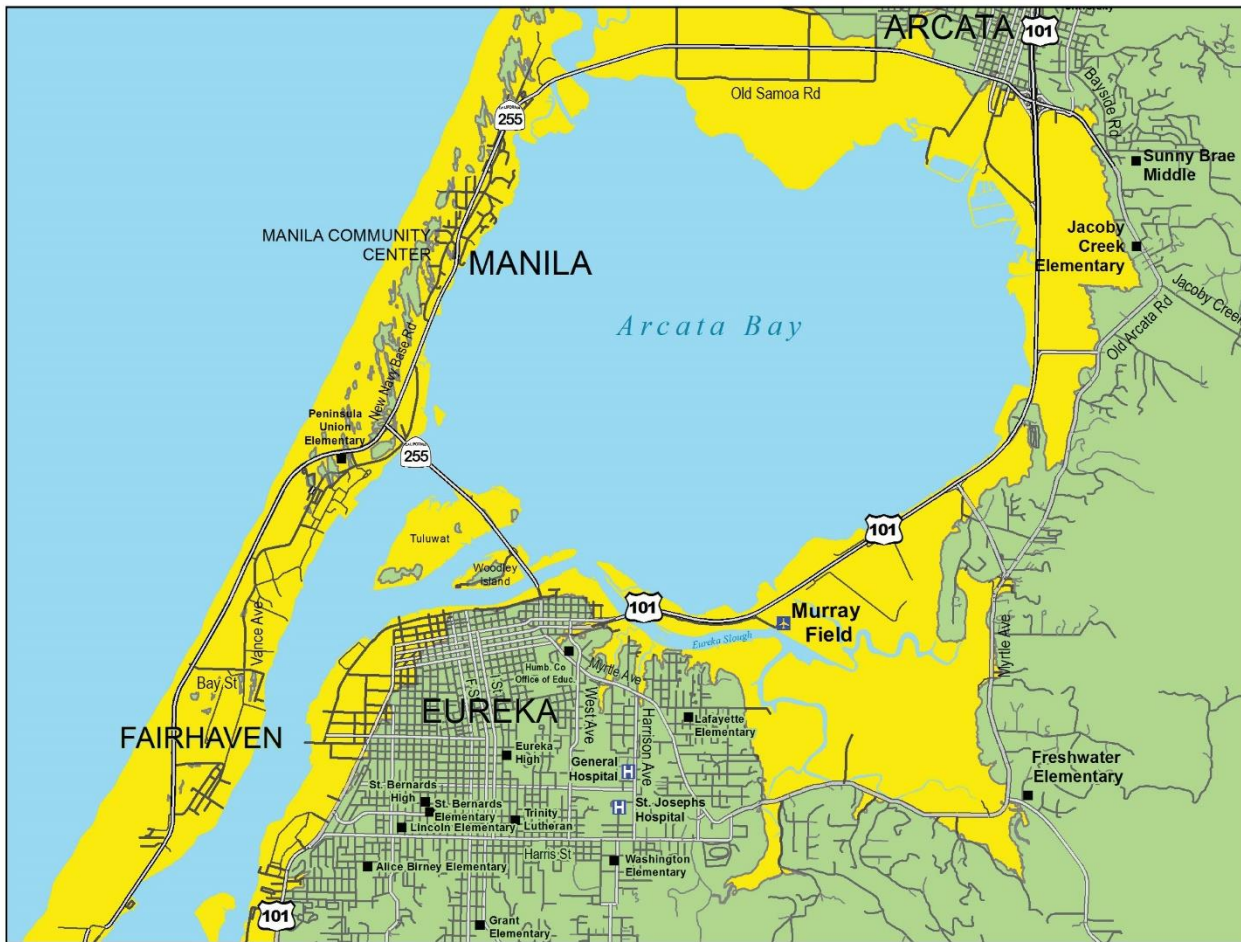
Tsunami Zone
Safe Area  
If you feel an earthquake, go to safe area

0
1 Miles  
August 2020

This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as

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### Arcata Bay



**ARCATA BAY**  
 Tsunami Hazard Map

**Tsunami Zone** → **Safe Area**  
 If you feel an earthquake, go to safe area

0 1 Miles  
 August 2020

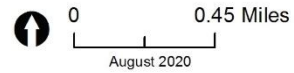
This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as

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## Big Lagoon



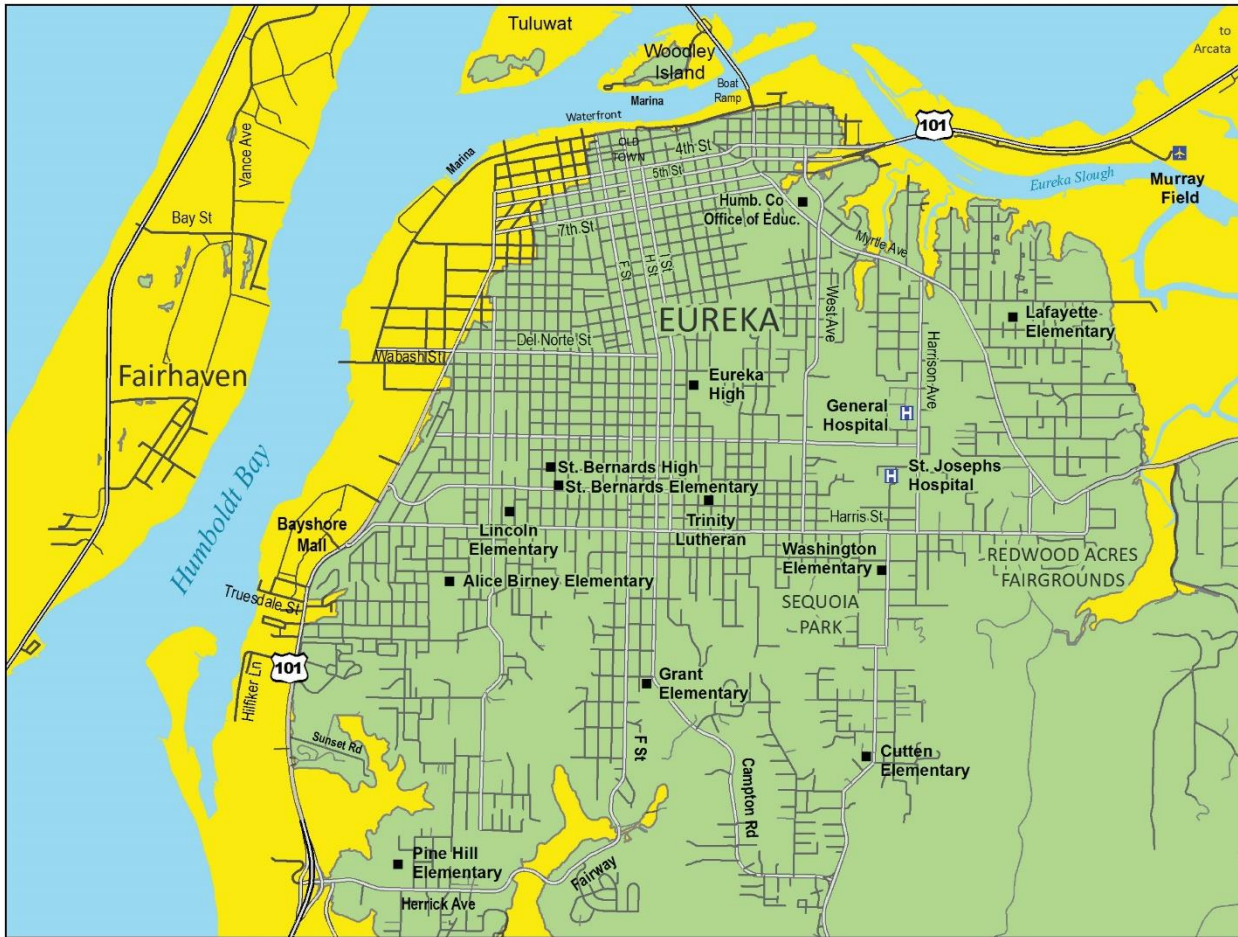
### BIG LAGOON Tsunami Hazard Map



**This map is to help you protect yourself from the worst-case tsunami expected along our coast.** It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as


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**Eureka**



**EUREKA**  
 Tsunami Hazard Map

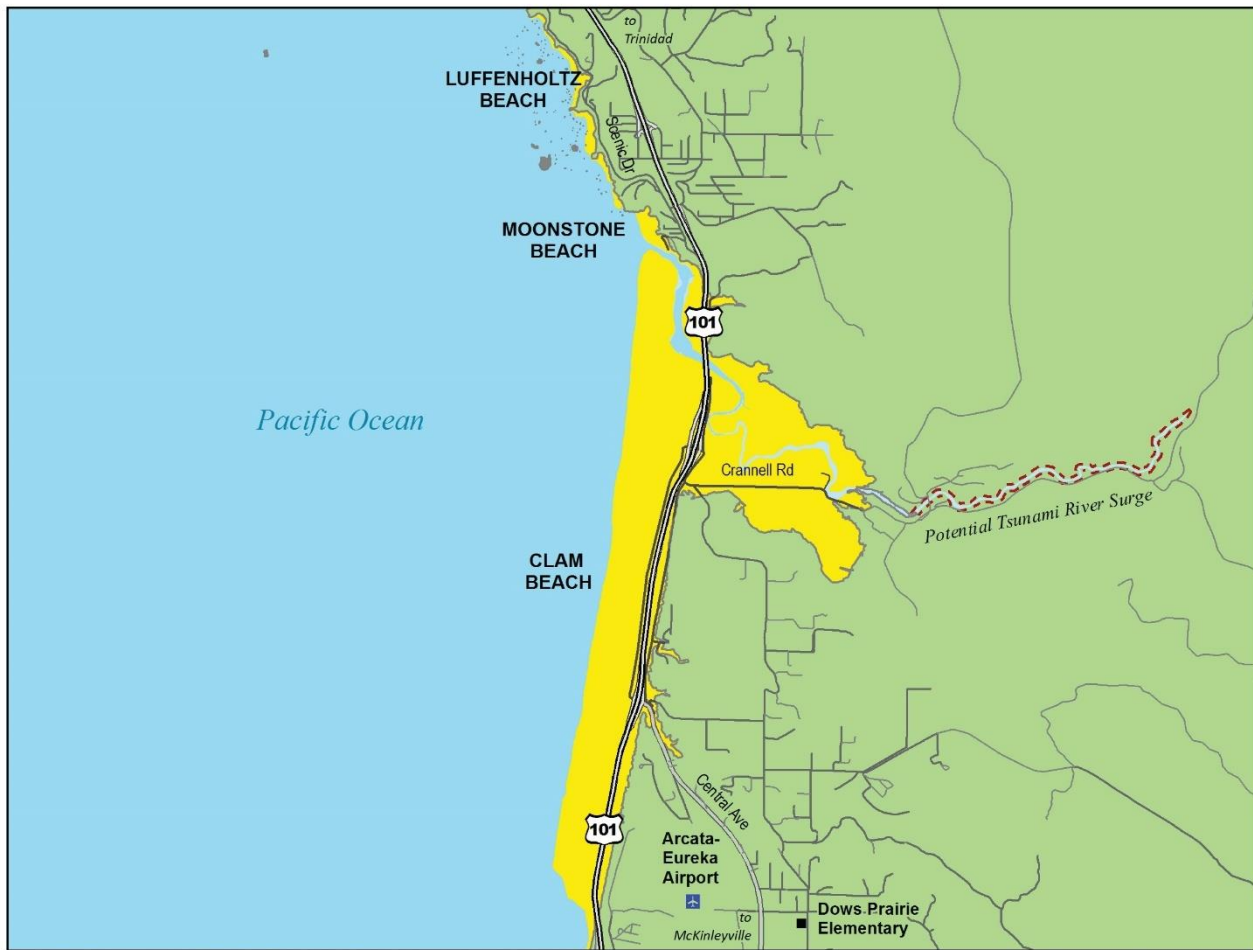
**Tsunami Zone**  **Safe Area**  
 If you feel an earthquake, go to safe area

 0 0.6 Miles  
 August 2020

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### Moonstone & Clam Beach



### MOONSTONE & CLAM BEACH Tsunami Hazard Map

**Tsunami Zone** **Safe Area**   
 If you feel an earthquake, go to safe area

0 0.75 Miles  
 August 2020

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## Orick



**ORICK**  
 Tsunami Hazard Map

**Tsunami Zone**  **Safe Area**  
 If you feel an earthquake, go to safe area

 0 0.65 Miles  
 August 2020

This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as

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## Tsunami Natural Warning Signs



TSUNAMI

Tsunamis can be detected using our human senses.  
Recognize a tsunami's natural warning signs.

### FEEL

- Big local earthquakes may cause tsunamis.
- **FEEL** the ground shaking severely, or for a long time?

### SEE

- Tsunami may be preceded by rapid fall in sea level as the ocean recedes, exposing reefs, rocks, and fishes on the sea bottom.
- Tsunami often come ashore as a wall of water, and quickly flood inland.
- **SEE** an unusual disappearance of water, or oncoming wall of water?

### HEAR

- Abnormal ocean activity, a wall of water, and approaching tsunami create a loud "roaring" sound similar to that of a train or jet aircraft.
- **HEAR** the roar?

### RUN

- Don't wait for official evacuation orders.
- Immediately leave low-lying coastal areas.
- Move inland to higher ground.
- **RUN** if you see a tsunami coming!



United Nations  
Educational, Scientific and  
Cultural Organization



International  
Oceanographic  
Commission



National Oceanic  
and Atmospheric  
Administration



Servicio Meteorológico y  
Oceanográfico de la  
Armada de Chile



International Tsunami  
Information Center

International Tsunami Information Center  
A UNESCO/IOC - NOAA Partnership  
E-mail: [itic.tsunami@noaa.gov](mailto:itic.tsunami@noaa.gov)  
Web: <http://www.tsunamiwave.info>



# How To Know If A Tsunami Is Coming

**OFFICIAL Tsunami Warning Signs**

- Wireless Emergency Alerts & Text Messages** (Icon: Person with smartphone)
- Radio** (Icon: Radio)
- Outdoor Sirens** (Icon: Siren tower)
- Online/TV** (Icon: TV) [tsunami.gov](http://tsunami.gov)

## NATURAL Tsunami Warning Signs

**See a sudden rise or fall of the ocean**




**Hear a loud roar from the ocean**

*Any one of these may indicate danger, do not wait for all three.*



**Feel a strong or long earthquake**



**Stay outside of the hazard area until officials allow you to return.**

For more tsunami information visit us online at: [tsunami.gov](http://tsunami.gov) | [tsunami.ca.gov](http://tsunami.ca.gov) | [tsunamizone.org](http://tsunamizone.org)

## List of Historic Tsunamis in California

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/28/1964	Gulf of Alaska	Arena Cove	?	1.8	- / 9.2
3/28/1964	Gulf of Alaska	Avila Beach	5:10	1.6	- / 9.2
3/28/1964	Gulf of Alaska	Capitola	?	2.1	- / 9.2
3/28/1964	Gulf of Alaska	Martins Beach	?	3	- / 9.2
3/28/1964	Gulf of Alaska	Monterey	?	1.4	- / 9.2
3/28/1964	Gulf of Alaska	Moss Landing	?	1.4	- / 9.2
3/28/1964	Gulf of Alaska	Pacifica	?	1.4	- / 9.2
3/28/1964	Gulf of Alaska	San Francisco	5:06	1.1	- / 9.2
3/28/1964	Gulf of Alaska	San Rafael	?	1.5	- / 9.2
3/28/1964	Gulf of Alaska	Santa Cruz	?	1.5	- / 9.2
3/28/1964	Gulf of Alaska	Santa Monica	5:39	1	- / 9.2
3/28/1964	Gulf of Alaska	Sausalito	?	1.2	- / 9.2
3/28/1964	Gulf of Alaska	Sea View	?	3.8	- / 9.2
3/28/1964	Gulf of Alaska	Tomales Bay	?	1	- / 9.2
11/29/1975	?	Santa Catalina Island	?	1.4	7.2 / -
10/18/1989	Loma Prieta, California	Moss Landing	?	1	7.1 / -
11/4/2000	Pt. Arguello, California	Point Arguello	?	?	?
11/15/2006	So. Kuril Islands, Russia	Arena Cove	8:16	0.61	7.8 / 8.3
11/15/2006	So. Kuril Islands, Russia	Crescent City	8:31	0.88	7.8 / 8.3
11/15/2006	So. Kuril Islands, Russia	La Jolla	9:41	0.1	7.8 / 8.3
11/15/2006	So. Kuril Islands, Russia	Los Angeles	?	0.11	7.8 / 8.3
11/15/2006	So. Kuril Islands, Russia	North Spit Humboldt Bay	unknown	0.17	7.8 / 8.3
11/15/2006	So. Kuril Islands, Russia	Point Reyes	8:36	0.33	7.8 / 8.3
11/15/2006	So. Kuril Islands, Russia	Port San Luis	?	0.56	7.8 / 8.3
11/15/2006	So. Kuril Islands, Russia	Richmond	?	0.09	7.8 / 8.3
11/15/2006	So. Kuril Islands, Russia	San Diego	?	0.09	7.8 / 8.3
11/15/2006	So. Kuril Islands, Russia	San Francisco	9:06	0.16	7.8 / 8.3
11/15/2006	So. Kuril Islands, Russia	Santa Barbara	?	0.4	7.8 / 8.3

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
11/15/2006	So. Kuril Islands, Russia	Santa Monica	10:08	0.15	7.8 / 8.3
8/16/2007	Peru	Crescent City	12:11	0.16	7.9 / 8.0
9/30/2009	Samoa Islands	Arena Cove	10:27	0.44	8.1 / 8.0
9/30/2009	Samoa Islands	Crescent City	10:56	0.33	8.1 / 8.0
9/30/2009	Samoa Islands	Los Angeles	?	0.13	8.1 / 8.0
9/30/2009	Samoa Islands	Monterey	11:38	0.15	8.1 / 8.0
9/30/2009	Samoa Islands	Point Reyes	11:02	0.39	8.1 / 8.0
9/30/2009	Samoa Islands	Port San Luis	11:43	0.28	8.1 / 8.0
9/30/2009	Samoa Islands	San Francisco	11:00	0.1	8.1 / 8.0
9/30/2009	Samoa Islands	Santa Barbara	?	0.25	8.1 / 8.0
9/30/2009	Samoa Islands	Santa Cruz	?	0.7	8.1 / 8.0
9/30/2009	Samoa Islands	Santa Monica	10:51	0.15	8.1 / 8.0
2/27/2010	Central Chile	Arena Cove	14:14	0.36	8.5 / 8.8
2/27/2010	Central Chile	Crescent City	15:06	0.64	8.5 / 8.8
2/27/2010	Central Chile	Dana Point Harbor	?	0.7	8.5 / 8.8
2/27/2010	Central Chile	Half Moon Bay	?	0.6	8.5 / 8.8
2/27/2010	Central Chile	La Jolla	13:28	0.6	8.5 / 8.8
2/27/2010	Central Chile	Los Angeles	13:41	0.42	8.5 / 8.8
2/27/2010	Central Chile	Monterey	13:57	0.36	8.5 / 8.8
2/27/2010	Central Chile	Morro Bay Harbor	?	0.5	8.5 / 8.8
2/27/2010	Central Chile	Moss Landing	?	0.3	8.5 / 8.8
2/27/2010	Central Chile	Marina Del Rey	?	0.1	8.5 / 8.8
2/27/2010	Central Chile	Mission Bay San Diego	?	0.6	8.5 / 8.8
2/27/2010	Central Chile	North Spit Humboldt Bay	15:02	0.23	8.5 / 8.8
2/27/2010	Central Chile	Newport Beach	?	0.5	8.5 / 8.8
2/27/2010	Central Chile	Oxnard	?	1	8.5 / 8.8
2/27/2010	Central Chile	Oceanside Harbor	?	0.6	8.5 / 8.8
2/27/2010	Central Chile	Pismo Beach	?	1.2	8.5 / 8.8
2/27/2010	Central Chile	Point Reyes	14:25	0.46	8.5 / 8.8
2/27/2010	Central Chile	Port Hueneme	?	0.7	8.5 / 8.8
2/27/2010	Central Chile	Port San Luis	?	0.8	8.5 / 8.8
2/27/2010	Central Chile	San Diego	13:30	0.4	8.5 / 8.8
2/27/2010	Central Chile	San Francisco	14:46	0.32	8.5 / 8.8
2/27/2010	Central Chile	Santa Barbara	13:56	0.91	8.5 / 8.8
2/27/2010	Central Chile	Santa Cruz	?	0.9	8.5 / 8.8
2/27/2010	Central Chile	Santa Monica	13:51	0.64	8.5 / 8.8
2/27/2010	Central Chile	Sunset	?	0.5	8.5 / 8.8
2/27/2010	Central Chile	Ventura	?	0.9	8.5 / 8.8
3/11/2011	Honshu, Japan	Alameda	10:49	0.51	8.3 / 9.0
3/11/2011	Honshu, Japan	Arena Cove	9:44	1.74	8.3 / 9.0

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/11/2011	Honshu, Japan	Albion	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Ballona Creek	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Berkeley Marina	?	0.51	8.3 / 9.0
3/11/2011	Honshu, Japan	Bodega Bay/Spud Point Marina	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Bolinas Stinson Beach	?	0.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Crescent City	9:47	2.47	8.3 / 9.0
3/11/2011	Honshu, Japan	Carlsbad	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Channel Islands Harbor	?	1.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Chula Vista Marina	?	0.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Clipper Yacht Harbor, Sausalito	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Coronado Island Lifeguard HQ	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Dana Point Harbor	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Del Mar	?	0.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Dolphin Isle Marina, Noyo River	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Emery Cove Yacht Harbor	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Encinitas Batiquitos, San Elijo	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Half Moon Bay	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Harbor Island West Marina	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Huntington Harbor	?	0.72	8.3 / 9.0
3/11/2011	Honshu, Japan	Imperial Beach	?	0.5	8.3 / 9.0
3/11/2011	Honshu, Japan	Jenner Russian River	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Klamath River	?	2.5	8.3 / 9.0
3/11/2011	Honshu, Japan	King Harbor, Redondo Beach	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	La Jolla	11:00	0.39	8.3 / 9.0
3/11/2011	Honshu, Japan	La Jolla	?	0.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Long Beach Marina	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Los Angeles	?	0.49	8.3 / 9.0
3/11/2011	Honshu, Japan	Mare Island	?	0.07	8.3 / 9.0
3/11/2011	Honshu, Japan	Martinez	?	0.06	8.3 / 9.0
3/11/2011	Honshu, Japan	Monterey	10:01	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Morro Bay Harbor	?	1.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Marina Del Rey	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Mission Bay	?	0.9	8.3 / 9.0

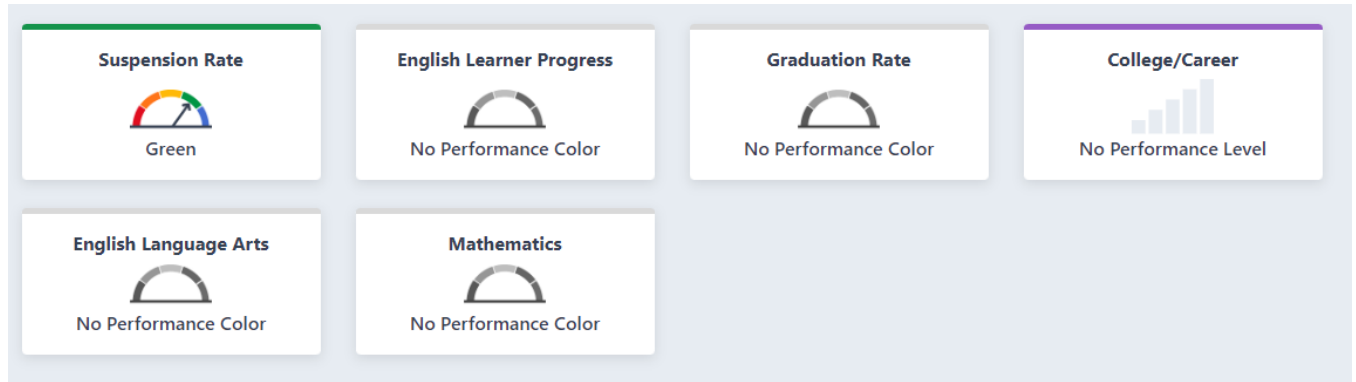
Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/11/2011	Honshu, Japan	Moss Landing	?	2	8.3 / 9.0
3/11/2011	Honshu, Japan	North Spit Humboldt Bay	?	0.97	8.3 / 9.0
3/11/2011	Honshu, Japan	Coronado Naval Air Base	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	New Port Beach Harbor	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Noyo River Harbor	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Oxnard	?	1.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Ocean Beach	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Oceano Dunes SRA	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Oceanside Harbor	?	0.5	8.3 / 9.0
3/11/2011	Honshu, Japan	Pismo Beach	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Platform Harvest	?	0.15	8.3 / 9.0
3/11/2011	Honshu, Japan	Point Arena	?	1.74	8.3 / 9.0
3/11/2011	Honshu, Japan	Point Reyes	10:06	1.35	8.3 / 9.0
3/11/2011	Honshu, Japan	Port Chicago	?	0.04	8.3 / 9.0
3/11/2011	Honshu, Japan	Port Hueneme	?	1.4	8.3 / 9.0
3/11/2011	Honshu, Japan	Port San Luis	10:23	2.02	8.3 / 9.0
3/11/2011	Honshu, Japan	Pacifica	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Pier 39, San Francisco	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Pillar Point Harbor	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Pt Loma Sub Base/Ballast Pt	?	0.5	8.3 / 9.0
3/11/2011	Honshu, Japan	Redwood City	11:54	0.12	8.3 / 9.0
3/11/2011	Honshu, Japan	Richmond	?	0.35	8.3 / 9.0
3/11/2011	Honshu, Japan	San Diego	11:20	0.63	8.3 / 9.0
3/11/2011	Honshu, Japan	San Francisco	?	0.62	8.3 / 9.0
3/11/2011	Honshu, Japan	Santa Barbara	10:40	1.02	8.3 / 9.0
3/11/2011	Honshu, Japan	Santa Monica	10:56	0.85	8.3 / 9.0
3/11/2011	Honshu, Japan	Shelter Cove Marina, San Diego	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Shelter Island Dock, San Diego	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Smith River	?	2	8.3 / 9.0
3/11/2011	Honshu, Japan	Santa Cruz Harbor	?	1.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Scripps	?	0.25	8.3 / 9.0
3/11/2011	Honshu, Japan	Silver Strand State Beach	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Tijuana River Wetlands	?	0.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Ventura Harbor	?	1.3	8.3 / 9.0

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/11/2011	Honshu, Japan	Waldo Point Marina, Sausalito	?	1.5	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	Alameda	4:08	0.11	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Arena Cove	2:57	0.35	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Crescent City	2:40	0.44	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	La Jolla	4:37	0.05	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Los Angeles	4:24	0.08	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Monterey	3:30	0.14	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	North Spit, Humboldt Bay	2:42	0.12	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Point Reyes	3:15	0.24	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Port San Luis	3:54	0.27	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Richmond	4:04	0.09	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	San Diego	6:00	0.05	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	San Francisco	3:48	0.14	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Santa Monica	4:19	0.08	7.5 / 7.7

## Section 3 – Data Analysis

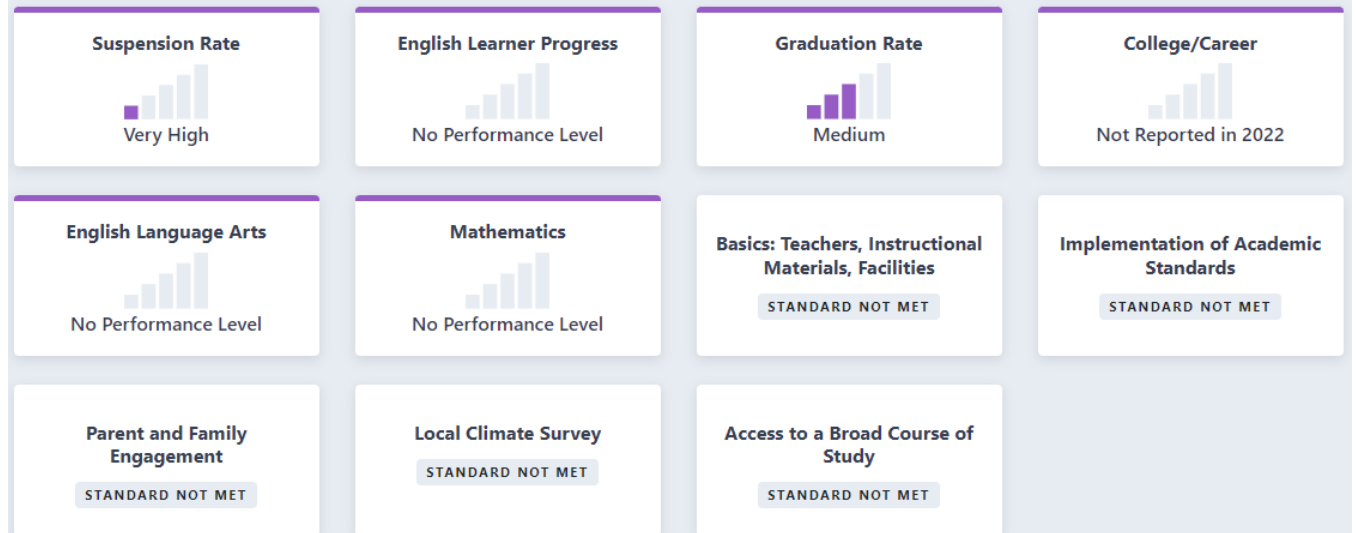
# School Performance Overview Dashboard

## School Performance Overview – 2023



## School Performance Overview – 2022

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).





## School Performance Overview – 2021

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#) and the [COVID-19 Accountability FAQs](#).

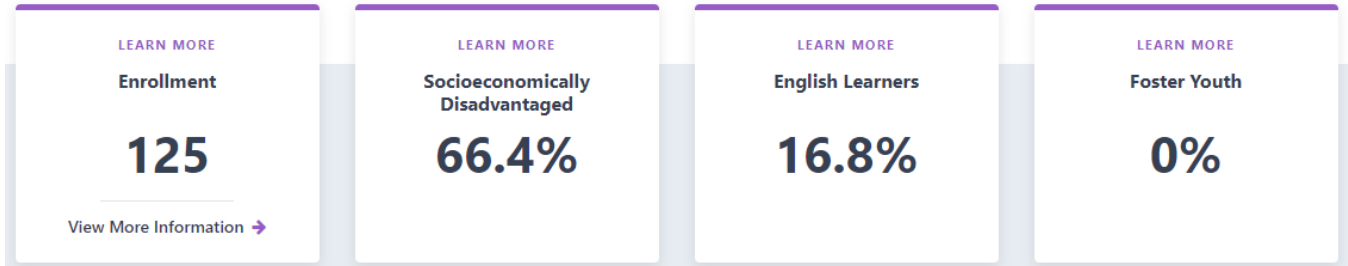
<b>Basics: Teachers, Instructional Materials, Facilities</b>	<b>Implementation of Academic Standards</b>	<b>Parent and Family Engagement</b>	<b>Local Climate Survey</b>
<b>Access to a Broad Course of Study</b>			

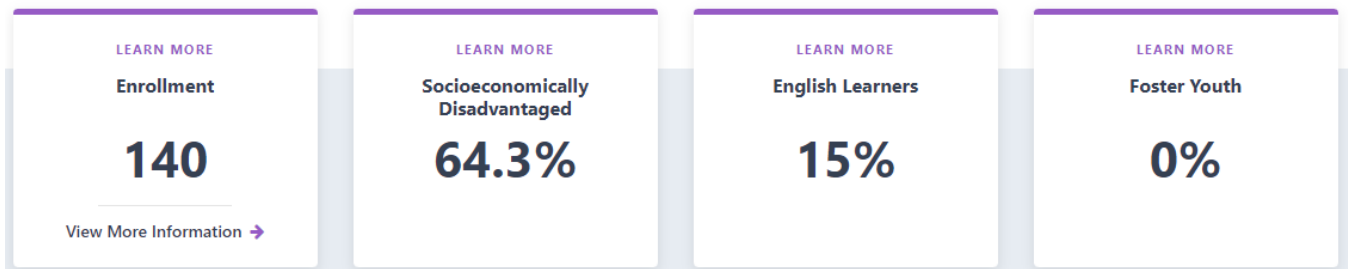
### District Details

<b>NAME</b> Point Arena Joint Union High	<b>ADDRESS</b> 45 Lake Street Point Arena, CA 95468	<b>WEBSITE</b> <a href="http://www.pointarenaschools...">http://www.pointarenaschools...</a>	<b>GRADES SERVED</b> 9-12
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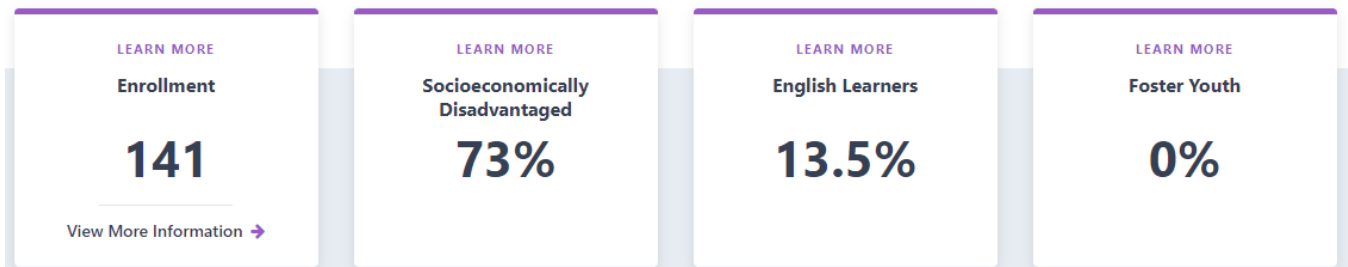
## Student Population – 2023



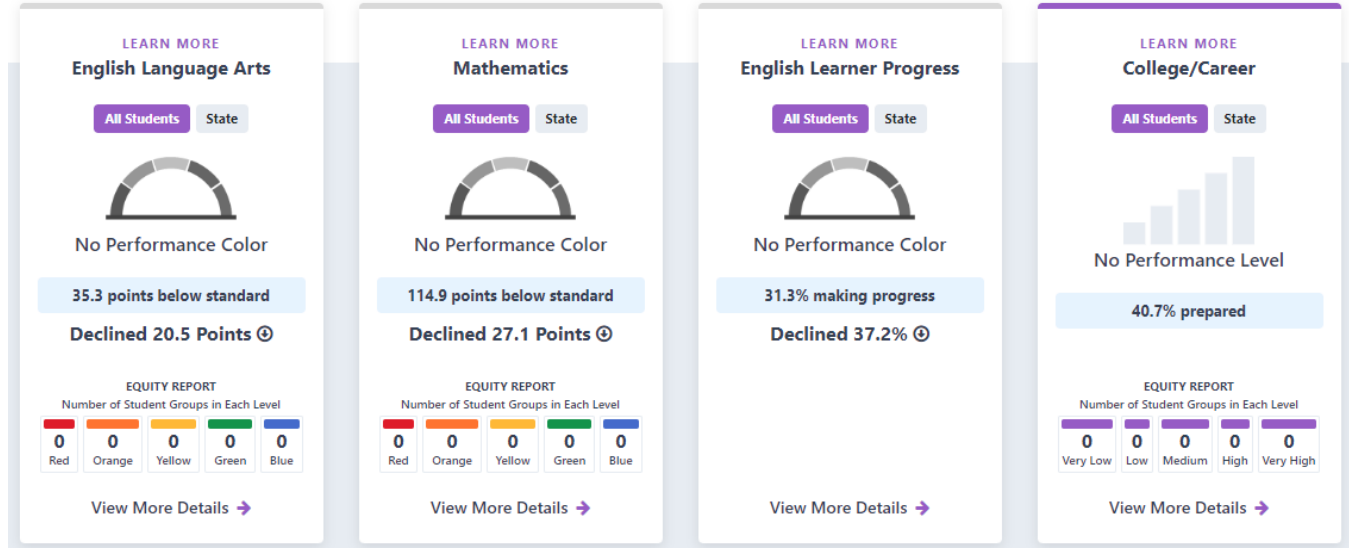
## Student Population – 2022



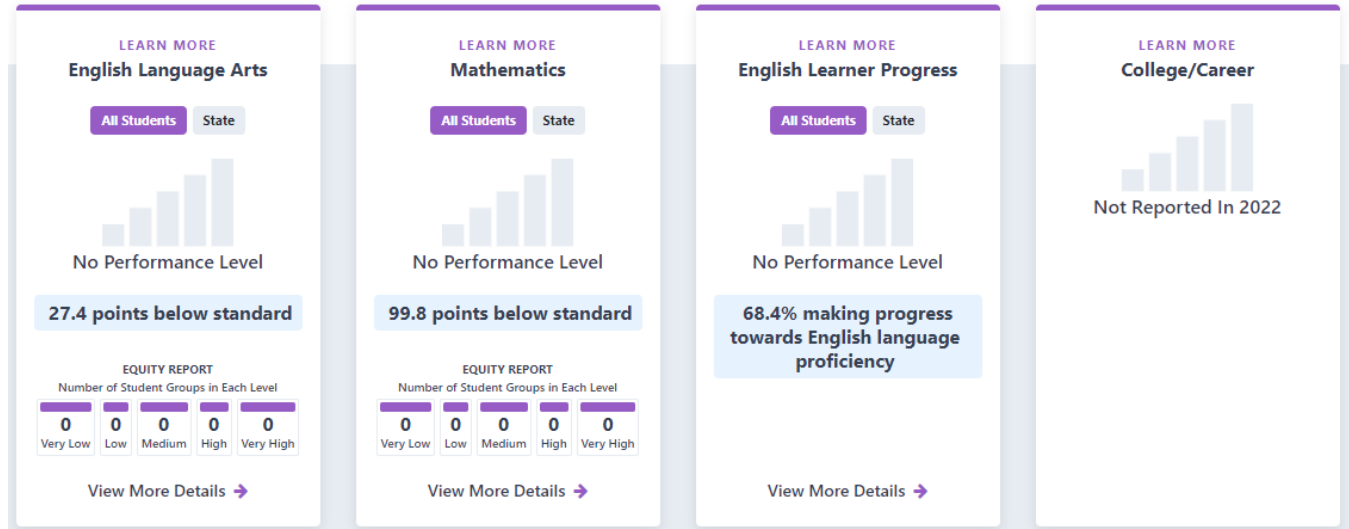
## Student Population – 2021



## Academic Performance – 2023



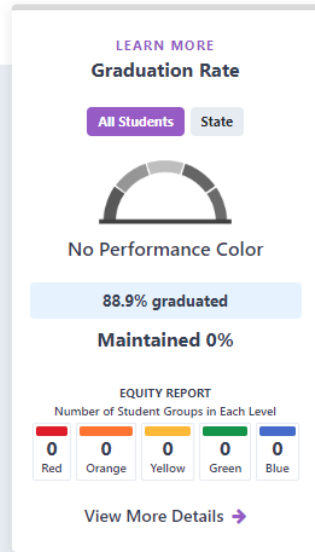
## Academic Performance – 2022



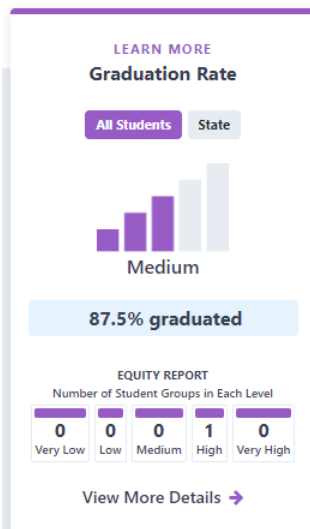
## Academic Performance – 2021

No Data Available

## Academic Engagement – 2023



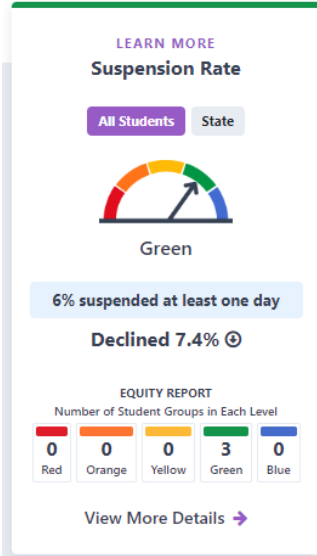
## Academic Engagement – 2022



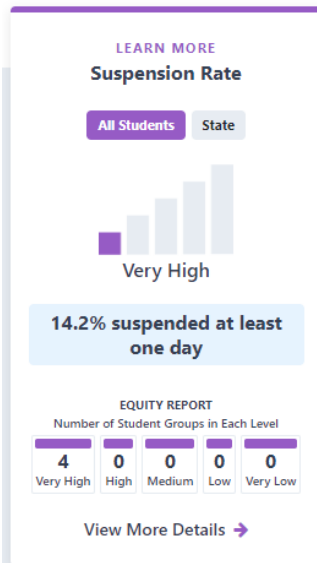
## Academic Engagement – 2021

No Data Available

## Conditions and Climate – 2023



## Conditions and Climate - 2022

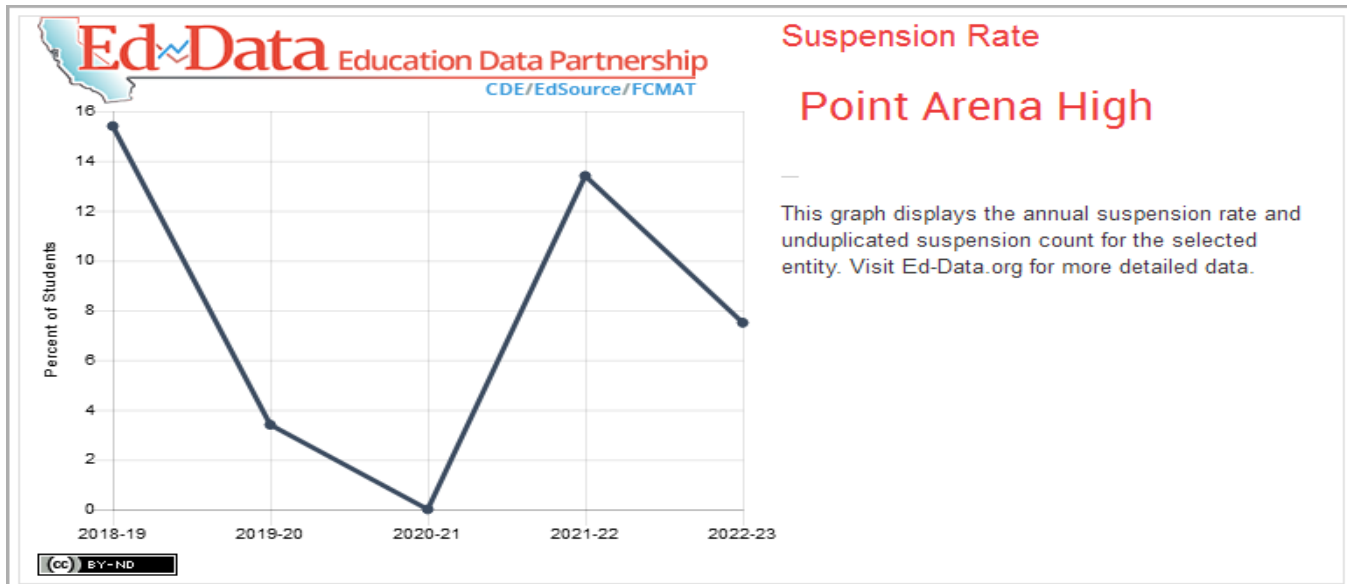


## Conditions and Climate - 2021

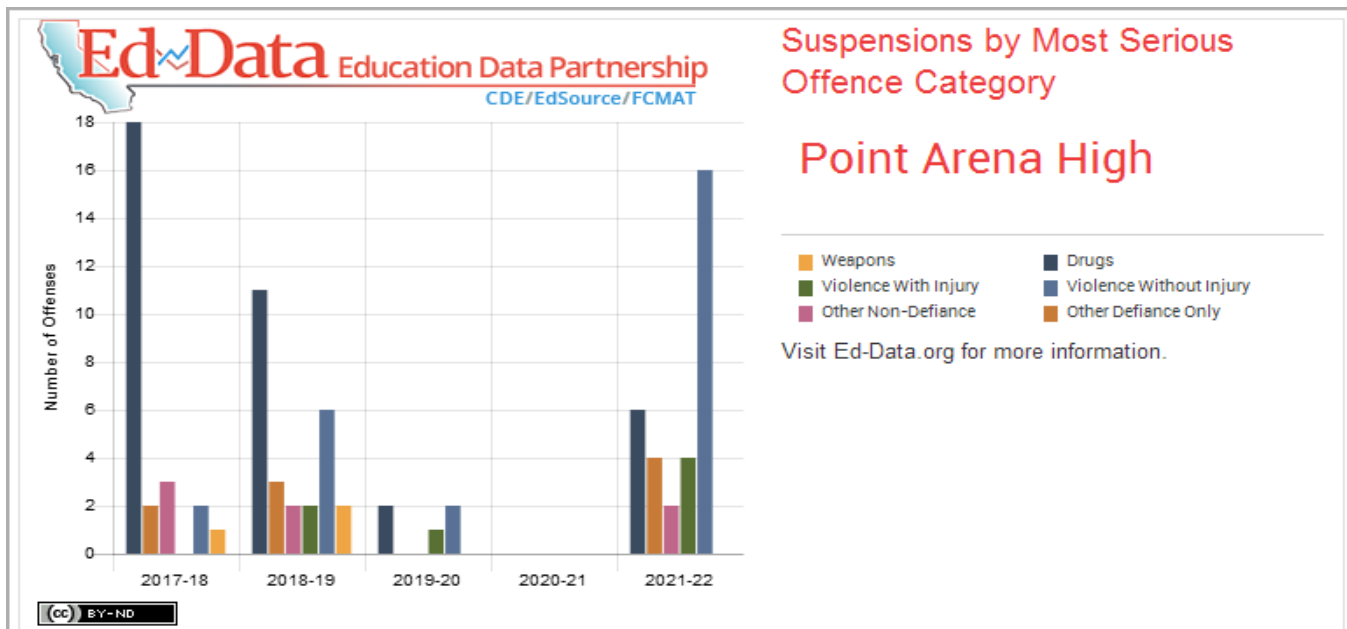
No Data Available

# Suspension/Expulsion Data

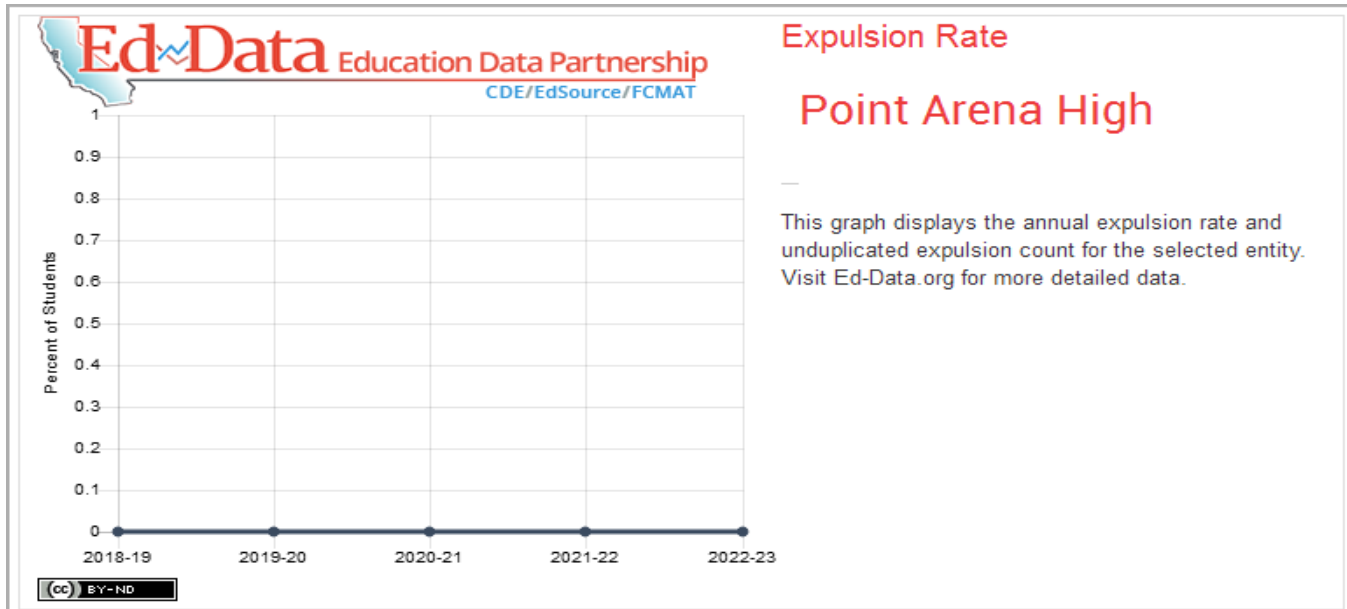
## Suspension Rate



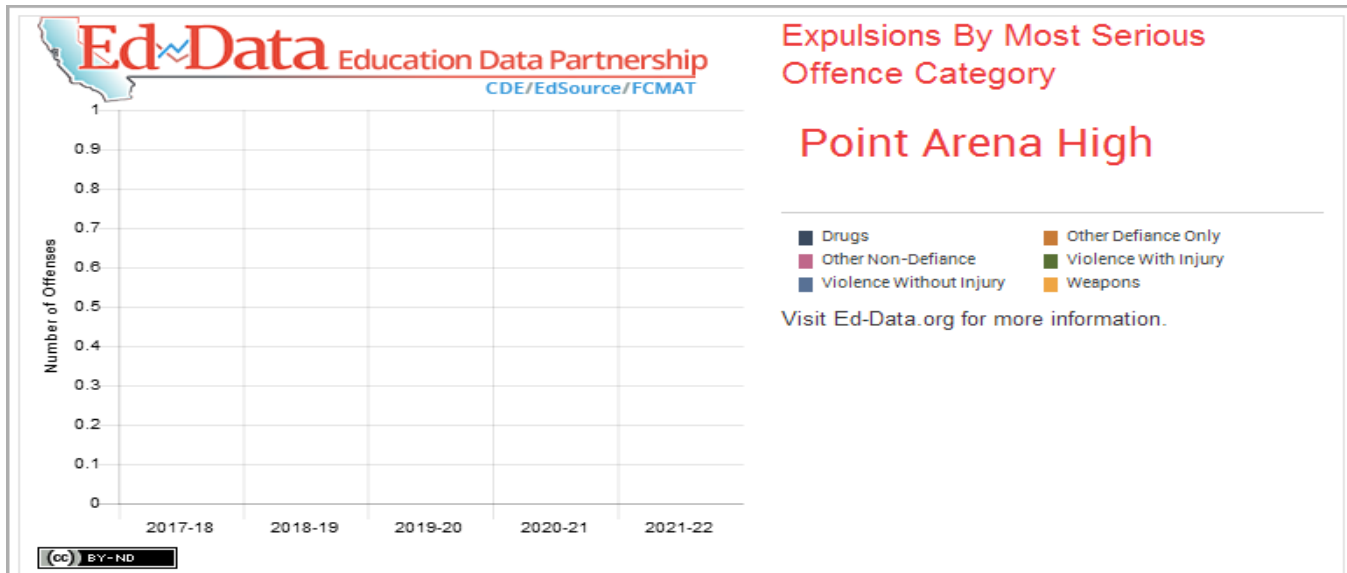
## Suspension Rate by Most Serious Offense



## Expulsion Rate



## Expulsion Rate by Most Serious Offense



## Drills, Training, and Exercises - Conducted

### Fire Drills

9/16/22

12/16/22

3/17/23

5/19/23

### Earthquake Drills (Duck, Cover, Hold)

### Lockdown Drills

5/16/23

### Shelter In Place Drills

9/23/22

5/16/23

### Evacuation

9/15/22



# Section 4 – Action Plan

## Action Plan

### Areas of Pride/Accomplishments

- By implementing the Professional Learning Community strategy schoolwide, the process towards shared-decision making is underway. Trust, agreements, knowledge and high-leverage action requires the mechanisms of local, Mendocino County, State of California, and Federal quantitative- and qualitative-data systems. Point Arena High School seeks to articulate, refine, and amplify the equitable practice of distributed leadership and support student learning through a multi-tiered system of support. The PLC strategy provides a vehicle for staff to better serve the Hispanic-Latino population, to better serve the Native American population, to better serve English Learners, to better serve students qualifying as McKinney-Vento, to better serve students qualifying as Socioeconomically Disadvantaged, to better serve foster youth, and to better serve students with disabilities and, thus, guarantee a viable curriculum experience. In order to implement the PLC strategy with high fidelity, the Universal Design for Learning install from Action Plan 2 and the coordination of the multitiered system of support, the positive behavior intervention system, and the progressive discipline system from Action Plan 3 are critical, because there is shared knowledge, relationship factors, and leadership insights gained from each element's purpose within the overall organization.
- By implementing the Universal Design for Learning framework schoolwide, Point Arena High School seeks to articulate, refine, and amplify reading capacity to better serve the Hispanic-Latino population, to better serve the Native American population, to better serve English Learners, to better serve students qualifying as McKinney-Vento, to better serve students qualifying as Socioeconomically Disadvantaged, to better serve foster youth, and to better serve students with disabilities. By implementing UDL, Point Arena High School seeks to articulate, refine, and amplify math capacity and bolster Point Arena High School's California Assessment of Student Performance and Progress capacity as well. UDL fits into the larger plan surrounding the articulation, refinement, and amplification of the College-and-Career Indicator (CCI) in terms of an all-encompassing achievement function. In order to implement UDL with high fidelity, the PLC install from Action Plan 1 and the coordination of the MTSS, the PBIS, and the PDS from Action Plan 3 are critical, because there is shared knowledge, relationship factors, and leadership insights gained from each element's purpose within the overall organization.
- By coordinating the multitiered system of support, the positive-behavior intervention system, and the progressive-discipline system, Point Arena High School seeks to articulate, refine, and amplify the cultural- and climate mechanisms and the cultural- and climate processes focused

on targeting opportunity-gap equity, focused on targeting learning-gap equity, and focused on targeting student-achievement-gap equity. Point Arena High School seeks to better serve the Hispanic-Latino population, to better serve the Native American population, to better serve English Learners, to better serve students qualifying as McKinney-Vento, to better serve students qualifying as Socioeconomically Disadvantaged, to better serve foster youth, and to better serve students with disabilities through said coordination. In order to coordinate these three systems with high fidelity, the PLC install from Action Plan 1 and the UDL install from Action Plan 2 are critical, because there is shared knowledge, relationship factors, and leadership insights gained from each element's purpose within the overall organization.

- Through the above accomplishments regarding the implementations of mechanisms and processes, we were able to implement a Tactical Plan focused on campus safety during the 22.23 schoolyear. We look forward to refining said document during the 23.24 Comprehensive Schoolwide Safety Plan process.

## Findings & Desired Improvements

- Distributive leadership and articulation were neither systematic nor normed. Staff recognizes the correlation between the frequency of articulation and the capacity of shared action, the correlation between the transparency of articulation and the capacity of shared action, and how these high-leverage correlations, when coupled with contextual-design solutions for learning, like Universal Design for Learning, impact student achievement. Thus, the staff recognizes there is a Major Student Learner Need for processes and mechanisms correlated with monitoring student behavior, documenting student behavior, communicating student behavior, and acting on student behavior to support all phases of student-learning design and operations (e.g., focused instruction phase, guided instruction phase, collaborative learning phase, and independent learning phase) frequently, transparently, and within the safe spaces of a high-leverage Professional Learning Community (PLC). Addressing this MSLN will repair student achievement through equity because it will reveal barriers causing the opportunity gap and direct interventions into the learning gap.
- Staff recognizes how a disproportionality and why disparities act as barriers to student-learning opportunities, act as barriers to the learning process, and ultimately act as barriers to college and career preparedness among the student population at Point Arena High School. Furthermore, the staff recognizes student-learning opportunities and how the learning process impacts student achievement. Thus, the staff recognizes there is a Major Student Learner Need for equitable processes and equitable mechanisms correlated with removing barriers to student-learning opportunities and correlated with removing barriers to the learning process. Furthermore, the staff recognizes how disproportionality and disparities correlated with

idiosyncratic processes and mechanisms operating between grade levels and operating between teachers have an adverse impact on student engagement and student-individualized needs. These are all mindset shifts brought on by spending the last 6 years working New Technology Network's process for achieving agency through the Echo systems and project-based learning in general. However, most importantly, the staff understands this impact is a barrier to student achievement. Thus, staff recognizes there is a Major Student Learner Need for coherent processes and mechanisms correlated with removing barriers to student engagement and removing barriers to student-individualized needs through the effective application of the multitiered system of support, the effective application of the positive behavior intervention system, and the effective application of the progressive discipline system. Addressing this MSLN will guarantee the most supported, viable curriculum experience and repair the inequity caused by disproportionalities and disparities in program designation and during the art and science of student achievement design and delivery.

## Priorities/Goals

- LCAP Goal #1: Implement an educational system that prepares students for success in college and/or career. [LCAP Priorities: Basics (Priority 1), Implementation of State Standards (Priority 2), Student Achievement (Priority 4), Student Engagement (Priority 5), Course Access (Priority 7), and Other Student Outcomes (Priority 8)]
- LCAP Goal #2: Create a safe, orderly, productive, positive, healthy learning environment that cherishes diversity and collaboration. [LCAP Priorities: Basic (Priority 1), Implementation of State Standards (Priority 2), Student Achievement (Priority 4), Student Engagement (Priority 5), School Climate (Priority 6), Course Access (Priority 7), Student Outcomes (Priority 8)]
- SPSA Goal #1: Implement a high-fidelity data-driven professional-learning community with equitable processes and equitable mechanisms dedicated to Dufour's Corollary Questions:
  - What must Point Arena students achieve to be considered proficient?
  - How will we know each Point Arena student has achieved proficiency?
  - How will we respond when Point Arena students have not achieved proficiency?
  - How can we extend and enrich the experience for Point Arena students who have achieved proficiency?
- SPSA Goal #2: Implement a concrete spectrum of equitable processes and equitable mechanisms between the multitiered system of support, the positive behavior intervention system, and the progressive discipline system dedicated to Dufour's Corollary Questions

and Restorative Justice:

- What must Point Arena students achieve to be considered proficient?
  - How will we know each Point Arena student has achieved proficiency?
  - How will we respond when Point Arena students have not achieved proficiency?
  - How can we extend and enrich the experience for Point Arena students who have achieved proficiency?
- WASC Goal #1: Implement the Professional Learning Community Strategy Schoolwide.
  - WASC Goal #2: Implement the Universal Design for Learning framework Schoolwide.
  - WASC Goal #3: Coordinate the Multi-Tiered System of Support, the Positive-Behavior Intervention System, and the Progressive-Discipline System Schoolwide.

## Overall Strategies for the 2023/2024 School Year

### **Component 1 People and Programs (School Climate):**

- Continue implementing the Professional Learning Community Strategy Schoolwide.
- Continue implementing the Universal Design for Learning framework Schoolwide.

### **Component 2 Places (Physical Environment):**

- Continue coordinating the Multi-Tiered System of Support, the Positive-Behavior Intervention System, and the Progressive-Discipline System Schoolwide.
- Refine the 22.23 Tactical Plan and continue implementing said mechanism and processes to a high-level of fidelity.