

San Ramon Valley Unified School District

Comprehensive School Safety Plan

Gale Ranch Middle School

2024-25



Required Members

Jenny Torres

Jay Kontilis

Trina Walker

Title

Principal/Designee

Teacher

Classified Staff

Parent of Child Attending the School

Date Adopted by School Site Council: 3/6/24

Background

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

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

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

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

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

The plan shall consist of two parts:

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

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

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

School Goals

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

GOAL 1: Academic Disparity

Increasing proficiency by subgroups that fall under 40% proficiency: Black and African American, Hispanic or Latino, Economically Disadvantaged, English Learner, Reported Disabilities, increasing by 5% by 2024.

ACTION STEPS:

Action Plan Suggestions based on CAASPP data & Discussion Chart:

Identify students who scored below proficiency in these subgroups

Increase Interim testing opportunities for these students during tutorials

Provide professional development to staff in the area of instructional differentiation

Provide teachers with students who are enrolled in intervention classes

Family outreach to identify additional supports

Classroom/Teacher-Continuing to foster relationships with students and families (mentorship)

Classroom/Teacher-Use universal assessment language (vocab) to help prepare students for test taking.

Classroom/Teacher-Build “buy in” on students’ part including knowledge of scores with focus on progress.

GOAL 2: Social Emotional Well Being

Increasing meaningful student participation from 38% to 42% as measured by the California Healthy Kids Survey

ACTION STEPS:

Action Plan Suggestions based on CHKS data & Discussion Chart:

Involving student voice in the classroom through the creation of community agreements (DL)

Increase student choice by allowing multiple measures of knowledge and assessment (DL)

Encourage students to participate in Site Council and/or tutorials that involve student voice (DL)

Giving students the ability to create their own activism tutorials or opportunities to share their areas of interest or passion projects (DL)

GOAL 3: Attendance

Reducing Chronic Absenteeism for the subgroups in the very high and high range: African American, Hispanic, 2 or more races, socio-economically disadvantaged and students with disabilities.

ACTION STEPS:

Action Plan Suggestions based on CA Dashboard Data:

Increase positive contacts and early interventions using weekly and monthly attendance reports

Follow the SARB process with fidelity for tardies and absences

Connect students and families with resources when needed through our social worker (bikes, helmets, bus vouchers, carpools)

Highlight the importance of attendance in school communications, parent education nights, newsletters, etc.

Assessment of current status of school crime, safety and climate

Sites should cite at least one piece of school specific climate data from the California Healthy Kids Survey, one piece of data from the site's bullying prevention and interventions survey (district-wide survey given in the Spring), and any additional site-level data showing the current school crime, safety, and climate. At least 2 years worth of trend data should be used

Data:

Goals were based on CHKS, CA Dashboard and CAASPP data discrepancies as described above. These are two year goals based on 21-22 data. We are currently in the second year of this goal.

PREVIOUS GOALS & PROGRESS

21-22, 22-23

Goal #1: Climate

Moving into the next school year we would like to increase school connectedness in several categories. For our students, we plan to refocus our efforts on restorative practices to avoid students missing school for suspensions and to solve problems rather than separate them. We also plan to increase our No Place for Hate and Common Sense Media lessons to stress the importance of a safe space on campus free of bullying, fighting and name-calling, and also to educate our students on digital citizenship and online safety. For parents, we plan to re-engage our community by increasing parent events and educational opportunities such as coffee with the principal and monthly or quarterly guest speakers on relevant middle school topics like grades, stress, hormones, social media. We will work to target parents of EL students and socio-economically disadvantaged families where we tend to see less parent participation. We plan to do this by offering meeting times and options like zoom that would allow more parents to participate and offer information in multiple languages to be sure that all parents have access.

Goal #2: Physical Safety

We will be increasing of video camera surveillance on campus almost 4 times over what we were built with. This will allow us to watch or review incidences that occur in areas that we cannot always monitor. This will range from outdoor areas such as our blacktop, quad, front of school, back of school, bike racks to indoor areas such as hallways, stairwells and our front office. We expect that this will help remind students to avoid physical altercations on campus knowing that we would easily be able to review them without relying on witness statements.

20-21

ATTENDANCE

Goal 1 - Gale Ranch Middle School data collected shows a general increase in the number of school-wide period tardies per quarter across all grade levels. 6th grade had increases of 28% second quarter, and 23% third quarter for period tardies. 7th grade had increase of 71% second quarter and a decrease of 5% third quarter in period tardies. 8th grade had an increases of 65% second quarter and 5% third quarter for period tardies. Based on this data GRMS needs to continue to focus on supporting students by doing the following:

- Communicate a school wide understanding of the GRMS tardy policy with consistency.
- Students identified through the SARB process will meet with administration who will then communicate and work with families to address attendance issues.
- Data will be collected and reviewed on a quarterly basis to track, monitor and support tardies school wide.

Update: The increase in tardies across all grade levels between first quarter and second quarter did continue, but there

was no significant change from second quarter to third quarter and there are signs that tardies are beginning to decrease during the fourth quarter. Several school and community wide communications have been distributed, specifically including the tardy policy. Students are being identified through the SARB process and administration is meeting with students and families to address attendance issues. Data is collected on a weekly basis and administration is monitoring any student with more than three tardies.

SCHOOL CONNECTEDNESS

Goal 2 - Implement Restorative Justice Practices at Gale Ranch Middle School. Currently a group of staff members at Gale Ranch Middle School have been involved in Restorative Justice trainings. Over the course of the year restorative practices will be rolled out to the staff. Staff will continue to engage in CLR trainings and demonstration lessons/debriefings throughout the year. Our staff will also continue the work of defining essential skills and using common assessments to assess student achievement. Gale Ranch will maintain a focus on inclusion through our push in model for SDC students and EL students to support students to feel connected with their peers. Students in our Leadership program will support school connectedness through programs like spirit day, celebrating birthday months, and student led activities throughout the campus.

Update: Small groups of staff members take turns in leading the staff through mini-lessons in Restorative Justice, CLR, and other inclusionary programs to maintain a constant focus on building relationships and connecting with all our students.

SCHOOL CLIMATE FOR STUDENTS/STAFF

Goal 3 - Gale Ranch Middle School will continue to refine and enhance our character education program by adding the No Place for Hate program to build an inclusive and safe community where all students are respected and can succeed. According to Climate survey data over 81% of students have been called a name or teased two or fewer times, while 18% of students have been called a name or teased every week or more. The Gale Ranch student centered leadership team will continue to support a positive school climate.

Update: According to the CHKS, 58% of 7th graders report never having been made fun of, insulted, or called names within the last 12 months. 14% report having been made fun of, insulted, or called names once within the last 12 months, and 10% two or three times within the last 12 months. 18% report having been made fun of, insulted, or called names 4 or more times within the last 12 months. Efforts with the character education program, No Place for Hate, and Words Matter continue. Additionally, the school behavior expectations were re-written and introduced at the beginning of the school year, following the PBIS model and emphasizing the direct teaching of behavioral skills.

SEWB Survey

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

These policies, procedures and education codes are to be reviewed at the beginning of every school year with all staff.

Gale Ranch Middle School commits to:

conducting multiple (2) SEWB screeners throughout the year to garner meaningful feedback and data to create appropriate tiered interventions. In addition GRMS commits to sharing the comprehensive school safety plan, the emergency plan, and our action plan, with both the site council and all staff members, within the first semester of school.

A. Positive School Climate (BP 5137)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

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

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

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4621 District policies and procedures

4622 Notice requirements

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

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

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

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

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

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

Management Resources:

OFFICE OF CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, January, 1999

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

C. Child Abuse Reporting Procedures (AR 5141.4)

Definitions

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

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

Child abuse or neglect does not include:

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

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

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

Reportable Offenses

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

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

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

Responsibility for Reporting

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

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

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

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

Reporting Procedures

1. Initial Telephone Report

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

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

2. Written Report

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

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

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

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

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

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

Release of Child to Peace Officer

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

Parent/Guardian Complaints

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

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

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

Notifications

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

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

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

The Superintendent or designee also shall notify all employees that:

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

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

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

Definitions (Education Code 48925)

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

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

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

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

Day means a calendar day unless otherwise specifically provided.

District means the San Ramon Valley Unified School District.

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

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

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

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

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

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

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5)

Notification shall include information about the ongoing availability of individual school rules and all district policies and regulations pertaining to student discipline.

Grounds for Suspension or Expulsion

1. A student shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal, or his/her designee, of the school in which the student is enrolled, determines that the student has:
 - A. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
 - B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the student has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the

designee of the principal. "Firearm means any device designed to be used as a weapon from which is expelled through a barrel a projectile by the force of any explosion or other form of combustion." (Penal Code 16520(a)).

- C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. Students who possess over the counter medications for use by the student for medical purposes or medications prescribed for the student by a doctor are not subject to expulsion.
- D. Unlawfully offered, arranged, or negotiated to sell any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- E. Committed or attempted to commit robbery or extortion.
- F. Caused or attempted to cause damage to school property or private property.
- G. Stole or attempted to steal school property or private property.
- H. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, electronic cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a student of his or her own prescription products.
- I. Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, defined in Section 11014.5 of the Health and Safety Code.
- K. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- L. Knowingly received stolen school property or private property.
- M. Possessed an imitation firearm. As used here, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- N. Committed or attempted to commit a sexual assault, as defined in Sections 261, 266c, 286, 288, 288a, or 289 of the Penal Code, or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- O. Harassed, threatened, or intimidated a student witness in a disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against the student for being a witness, or both.

- P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.
- R. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.
1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- a. Placing a student or students in fear of harm to that student’s or those students’ person or property.
 - b. Causing a student to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a student to experience substantial interference with his or her academic performance.
 - d. Causing a student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including but not limited to any of the following:
- a. a message, text, sound, or image.
 - b. a post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph 1 above.
 - ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph 1 above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purposes of bullying that student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph 1 above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. A pupil who severely or pervasively engages in such electronic acts may be punished if such an act causes a student to fear harm to his or her person or property, causes substantial harm to a student’s physical or mental health, causes substantial interference with a student’s ability to participate in or benefit from school services, activities, or privileges. An electronic act does not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. A pupil who

aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

Additional Grounds for Suspension or Expulsion

- Ed Code 48900.2

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

- Ed Code 48900.3

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

- Ed Code 48900.4

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

- Ed Code 48900.7

Made terroristic threats against school officials or school property, or both. "Terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face, and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific, as to convey to the person threatened, a gravity of purpose, and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened, or his or her immediate family.

3. Disruptive Acts

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

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

- B. Disruptive behavior on campus, in the classroom, at a student activity, on a school bus, or at a club or other school or district supervised activity.
- C. Gambling.
- D. Hazing.
- E. Immoral behavior, possession/possession for sale of pornographic materials.
- F. Leaving school or being in a restricted area without permission of school authority.
- G. Violation of a governmental statute, ordinance or regulation.
- H. Violation of the dress code, closed campus, or any other Governing Board policy or school regulation.
- I. Hate-motivated act.
- J. Engaging in any form of obscene, libelous, or slanderous communication.
- K. Challenging, provoking, or engaging in fighting.
- L. Sexual harassment.
- M. Creating or posting to a burn page.
- N. Creating a false electronic profile for ill intent.

4. Hate-motivated Acts

- A. "Hate-motivated act" is defined as any act causing or attempting to cause physical injury, emotional suffering, or property damage through intimidation, harassment, bigoted slurs or epithets, vandalism, force, or threat of force motivated in part or in whole by hostility toward the victim's real or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.
- B. Hate-motivated acts include, but are not limited to, criminal acts that are statutory violations and (1) posting or circulating demeaning jokes, leaflets, or caricatures; (2) defacing, removing, or destroying posted materials, announcements, or memorials, and the like; (3) distributing or posting hate group literature and/or posters; or (4) using bigoted insults, taunts, or slurs..

5. Electronic Signaling Devices (Ed Code 48901.5)

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

purposes related to the health of the student. Unlawful possession of an electronic signaling device may be grounds for suspension if the student is notified in advance that possession is prohibited.

6. Alternatives to suspension or expulsion shall be imposed, wherever practicable, against any student who is truant, tardy, or otherwise absent from school activities.
7. Students may be suspended or expelled only for acts which are related to school activity or attendance occurring in a school under the jurisdiction of the district or occurring within any other school district at any time, including but not limited to any of the following: 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period whether on or off campus; or 4) during, or while going to or coming from a school-sponsored activity.
8. Imposition of Suspension (Ed Code 48900.5)

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

Suspension

1. Suspension by a Teacher

- A. A teacher may suspend a student from his/her class for the day of the suspension and the day following for any act enumerated in Grounds for Suspension or Expulsion.
- B. The teacher shall immediately report the suspension to the principal of the school and send the student to the principal or designee for appropriate action. As soon as possible, the teacher shall meet with the principal or designee and the student to state the reason for the suspension and to give the student an opportunity to explain his/her version of the incident.
- C. If the disciplinary action requires the student's presence at school, the student shall be under appropriate supervision of a certificated staff qualified to teach the student's grade level.
- D. A student suspended from a class shall not be placed in another regular class during the period of suspension. If the student is assigned to more than one class per day, the suspension shall apply only to other regular classes scheduled at the same time as the class from which the student was suspended.
- E. As soon as possible, the teacher shall ask the parent/guardian of the student to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor or psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent/guardian so requests.
- F. The student shall not be returned to the class from which he/she was suspended during the period of the suspension without the concurrence of the teacher of the class and the principal.

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

2. Suspensions by a Teacher and Parental Attendance

- A. A teacher who suspends a student for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities or otherwise willfully defying the valid authority of the teacher or other school personnel, may require the parent to attend a portion of a school day in his or her child's classroom. The attendance of the parent shall be limited to the class from which the student was suspended. (Ed Code 48900.1)
- B. If a teacher imposes the parental attendance requirement as stated in Education Code 48900.1, the principal shall send a written notice to the parent or guardian stating that their attendance is pursuant to law. The written notice may specify that the parent's attendance be on the day on which the student is scheduled to return to class, or within a reasonable period of time thereafter.
- C. The teacher shall apply this policy uniformly to all students within the classroom.
- D. After completing the visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee.
- E. The principal shall contact, by telephone, any parent/guardian who fails to respond to the request to attend school pursuant to this section. The purpose of this contact is to emphasize the need for parental cooperation and to ascertain any reason for not attending.
- F. Only a parent/guardian who actually lives with the student is affected by this law.
- G. Reinstatement of a suspended student shall not be contingent upon compliance with this provision by the student's parent or guardian.

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

- A. Authority to Suspend (Ed Code 48900.5)

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

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

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

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, and permission was concurred by the principal or the principal's designee. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the school district. The act of possessing an imitation firearm, as defined herein, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision, but is an offense for which suspension or expulsion may be imposed.
2. Brandishing a knife at another person. "Knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. (Ed Code 48915(g).)
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900 (n).
5. Possession of an explosive. As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

C. Pre-Suspension Conference

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

Notification of Parent/Guardian

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

D. Report

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

E. Parent's Conference

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

F. Emergency Suspension

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

G. Length of Suspension

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

H. Suspension Meeting (Ed Code 48914)

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

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

1. The principal or the principal's designee shall, prior to the suspension of any student, notify the appropriate law enforcement authorities of any acts of the student which may violate Section 245 of the Penal Code (relating to assault with a deadly weapon or force likely to produce great bodily injury).
2. The principal or designee shall, within one school day after suspension of any student, notify by telephone or other appropriate method the appropriate law enforcement authorities of any act of the student which may violate subdivision 1 (C) or 1 (D) noted in Grounds for Suspension or Expulsion.
3. The principal or designee shall notify appropriate law enforcement authorities of any acts of a student that may involve the possession or sale of narcotics or of a controlled substance or a violation of Penal Code Section 626.9 or 626.10 (relating to possession of weapons on campus), even if the student has not been suspended or expelled.

4. A principal or designee reporting a known or suspected act described above is not civilly or criminally liable for the report unless it is proven that the report was false and that the person making the report knew it was false or made the report with reckless disregard for the truth.

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

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

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

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

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

a. Student with Previously Identified Exceptional Need(s)

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

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

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

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

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

the total number of school days for which the student may be suspended shall not exceed 30 school days in any school year.

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

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

A. Length of Suspension

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

B. Suspension from Continuation School (Ed Code 48912.5)

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

C. Closed Session

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

D. Notice to Parents of Closed Session

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

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

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

6. Community Service Alternative (Ed Code 48900.6)

As part of, or instead of other disciplinary action, except in instances where suspension is required by the Education Code, the Governing Board, the superintendent, the principal or the principal's designee may require the student to perform community service on school grounds, or with written permission of the parent

or guardian of the student, off school grounds, during the student's non-school hours. Community service may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher or youth assistance programs or such work performed in the community. This section may apply if a recommended expulsion is not implemented or is, itself, suspended by stipulation or administrative action.

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

- A. A student who commits an action enumerated in Grounds for Suspension or Expulsion, or has been habitually truant or irregular in attendance from instruction upon which he or she is lawfully required to attend, may be involuntarily transferred to continuation school.
- B. Involuntary transfer to a continuation school shall be imposed only when other means fail to bring about student improvement, provided that a student may be involuntarily transferred the first time he or she commits an act enumerated in Grounds for Suspension or Expulsion if the principal determines that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- C. Before implementing the transfer, the district shall send the student and parent or guardian written notice of the opportunity to request a meeting with the superintendent's designee prior to the transfer.
- D. At the meeting, the student or the student's parents or guardian shall be informed of the specific facts and reasons for the proposed transfer and will have the opportunity to inspect all documents relied upon, question any evidence and witnesses presented, and present evidence on the student's behalf.
- E. None of the persons involved in making the final decision to make an involuntary transfer to a continuation school may be on the staff of the school in which the student is currently enrolled at the time the decision is made. The district's decision to transfer shall be in writing, stating the facts and reasons for the decision, and sent to the student and the student's parents or guardian. It shall indicate the process for review pursuant to 7 (F) below.
- F. Involuntary transfers to a continuation school will be reviewed annually by the superintendent or designee upon student request. The review will take place in a meeting where the student and/or student's parent or guardian may present information supporting the request to return to a regular program.

8. Exclusion from District Property/Activities

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

Expulsion

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

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

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

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

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

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

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the student (See definition of "knife" in Immediate Suspension, 3 (B))
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (i) the first offense of the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; (ii) the possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician
4. Robbery or extortion.
5. Assault or battery upon any school employee, as defined in Penal Code Sections 240 and 242.

C. Discretionary Recommendation (Ed Codes 48900, 48900.2, 48900.3, 48900.4)

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

2. Governing Board Action on Expulsion Recommendation

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

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

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

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

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

3. Procedures for Student Expulsion

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

B. Timing of expulsion hearing:

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

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

C. Written Notice to Parent/Guardian of Expulsion Hearing

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

1. The date and place of the hearing.
2. A statement of the specific facts and charges upon which the proposed expulsion is based.
3. A copy of the disciplinary rules of the district that relate to the alleged violation.
4. Notice that the student or the student's parent/guardian has the right to appear in person or to employ and be represented by counsel or by non attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.
5. Notice of parent's and student's obligation to notify other school districts upon enrollment, of expulsion from the SRVUSD.
6. If the decision to recommend the expulsion of a foster child is discretionary, the Governing Board shall provide notice of the expulsion hearing to the student's attorney and an appropriate representative of the county child welfare agency at least 10 calendar days before the date of hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to electronic mail or telephone call.
7. If the decision to recommend the expulsion of a foster child is mandatory, the Governing Board may provide notice of the expulsion hearing to the student's attorney and an appropriate representative of the county child welfare agency at least 10 calendar days before the date of hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to electronic mail or telephone call.

D. Student's Right to Waive Hearing

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

E. Expulsion Hearing Before Governing Board of Education

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

F. Alternative to Governing Board Hearing

1. In lieu of a hearing before the Governing Board, the Governing Board may appoint an impartial Administrative Hearing Panel of three or more certificated persons, none of whom shall be members of the Governing Board or employed on the staff of the school in which the student is enrolled. The hearing shall be conducted in accordance with all of the procedures established in this section.
2. If an alternative to a Governing Board hearing is used, within three school days following the hearing, the Administrative Hearing Panel shall determine whether to recommend the expulsion of a student to the Governing Board. If the decision is not to recommend expulsion, the expulsion proceedings shall be terminated and the student shall be immediately reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs. Placement in one or more of these programs shall be made by the superintendent or designee after consultation with school district personnel, including the student's teacher(s), and the student's parent/guardian. The decision not to recommend expulsion shall be final.
3. If the Administrative Hearing Panel recommends expulsion, findings of fact (which are to be based solely on the evidence adduced at the hearing and not based solely on hearsay evidence) in support of the recommendation shall be prepared and submitted to the Governing Board. The Governing Board shall make a determination to accept, accept with modifications, or reject the Administrative Hearing Panel's findings. Such action shall be based upon a review of the findings of fact and recommendations submitted by the panel and/or upon the result of any supplementary hearing that the Governing Board may order.

G. Record of the Hearing

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

H. Evidence at the Hearing

1. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs.
2. No decision to expel shall be based solely upon hearsay evidence. Where the Governing Board or the hearing officer or Administrative Hearing Panel may, upon a finding that good cause exists, determines that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the

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

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

I. Subpoena Power

1. Before the hearing has commenced, the Governing Board may issue subpoenas at the request of either the superintendent or the student, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the Governing Board or the hearing officer or Administrative Hearing Panel may, upon request of either the County Superintendent of Schools or the superintendent's designee or the student, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.
2. Any objection raised by the superintendent or the student to the issuance of subpoenas may be considered by the Governing Board in closed session, or in open session, if so requested by the student before the meeting. Any decision by the Governing Board in response to an objection to the issuance of subpoenas shall be final and binding.
3. If the Governing Board, hearing officer, or Administrative Hearing Panel determines, in accordance with the procedure set forth in 3 (H) of this subsection, that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for in 3 (H) (2) of this subsection.
4. Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision thereof, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

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

1. A complaining witness must be given five days' notice prior to being called to testify and is entitled to have up to two adult support persons, including, but not limited to, a parent guardian or legal counsel present during his/her testimony. Prior to a complaining witness testifying, support persons will be admonished that the hearing is confidential. These provisions do not preclude the hearing chairperson from removing a support person if the hearing chairperson finds that the person is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Penal Code Section 868.5 must be followed.

2. A complaining witness has the right to have his or her testimony heard in closed session when testifying at a public hearing would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threat and harm, including but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
3. Evidence of specific instances of a complaining witness prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the hearing chairperson that extraordinary circumstances exist requiring that specific instances of a complaining witness prior sexual conduct be heard. Before the hearing chairperson makes such a determination, the complaining witness must be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counselor or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
4. At the time the expulsion is recommended, the complaining witness shall be provided with a copy of the applicable disciplinary rules and advised of his or her right to (1) receive five days' notice of the complaining witness' scheduled testimony at the hearing; (2) have up to two adult support persons of his or her choosing present at the hearing at the time he/she testifies; and (3) to have the hearing closed during the time he/she testifies.
5. The expulsion hearing may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a students who is a complaining witness.
6. The district shall provide a non-threatening environment for a complaining witness during the expulsion hearing. The district is required to have a separate room available for the witness during breaks.
7. Whenever any allegation is made of sexual battery/assault, complaining witnesses and accused students are to be advised immediately to refrain from personal or telephone contact with each other during the pendency of any expulsion process.

4. Board of Education

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

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

6. Recordation in Student's Record

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

7. Written Notice of Expulsion Decision

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

A. Notice of the right to appeal the expulsion to the Contra Costa County Board of Education.

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

C. A description of the procedure for requesting readmission.

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

8. Rehabilitation Plan

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

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

A. Order of Probation

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

B. Revocation of Probation

The Governing Board may revoke the suspension of an expulsion order under this section if the student commits any of the acts enumerated in Grounds for Suspension or Expulsion or violates any of the district's

rules and regulations governing student conduct. When the Governing Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order without additional hearing before the Governing Board.

C. Reinstatement After Successful Probation Period

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

D. Appeal Timelines Not Affected

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

10. Educational Program Requirements for Expelled Students

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

A. Referral to Alternate Program of Study

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

1. Appropriately prepared to accommodate students who exhibit discipline problems.
2. Not provided at a comprehensive middle, or senior high school, or at any elementary school.
3. Not housed at the school site attended by the student at the time of suspension.
4. If the expelled student is from a kindergarten through 6th grade program, that student's educational program shall not be combined or merged with alternative educational programs offered to students in grade 7-12.

Notwithstanding this subsection, with respect to a student expelled for a violation of any of the acts listed in Grounds for Suspension or Expulsion, 1. E through 1.0, pursuant to the procedure in Governing Board Action on Expulsion Recommendation, 2. B, if the County Superintendent of Schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, or senior high school, or another elementary school, the student may be referred to a program of study that is provided at a comprehensive middle, , or senior high school, or at an elementary school.

B. Provision of Educational Program During Period of Expulsion

1. At the time an expulsion is ordered, the Governing Board shall ensure that an educational program is provided to the expelled student for the period of the expulsion.
2. Any educational program provided pursuant to this section shall not be situated within or on the grounds of the school from which the student was expelled.

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

11. Readmission After Expulsion

A. Duration of Expulsion (Ed Code 48916)

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

The Board is required to expel from school, for at least one year, any student bringing a firearm to school. The Board or superintendent may modify any such expulsion on a case-by-case basis (Public Law 103-882 Gun-Free Schools Act, Part F, Section 14601. GUN-FREE REQUIREMENTS)

B. Procedure for Readmission

1. On or after the date established by the Governing Board when the student may apply for readmission to the district, the student may submit a request for readmission to the superintendent or designee. The request must be in writing. If a rehabilitation plan was recommended, the student should describe his/her compliance with the plan.
2. The superintendent or designee will review the request, and accompanying information, and may request additional information as needed. The superintendent or designee also may schedule a conference with the student and the student's parent to review the request for readmission.
3. The superintendent or designee shall present the student's request for readmission to an Administrative Hearing Panel which shall be formed in the same manner as an Administrative Hearing Panel formed to preside over expulsion hearings.
4. The Administrative Hearing Panel shall conduct a hearing within 10 days of District's receipt of the request for readmission to decide to readmit or not to readmit. The hearing shall be conducted according to the provisions of Education Code 48918. The Administrative Hearing Panel shall decide to readmit the student unless they make a finding that the student has not met the conditions of the

rehabilitation plan or continues to pose a danger to campus safety or to other students or employees of the district.

5. If the Administrative Hearing Panel decides to readmit the student, the student shall be immediately reinstated to an instructional program, rehabilitation program, or combination thereof.
6. If the Administrative Hearing Panel denies the student's request for readmission, the superintendent or designee shall inform the student, in writing, of the decision, the reasons therefor, and of the student's right to appeal the panel's decision to the Governing Board. The superintendent or designee shall also inform the student that an appeal must be in writing and must be submitted to the district office within two weeks of the date of the Administrative Hearing Panel's decision
7. The appeal will be heard at the next Governing Board school meeting following receipt of the appeal, unless the next Governing Board meeting is within three (3) school days of receipt of the student's appeal. In such case, the appeal will be heard at the first subsequent Governing Board meeting.
8. On appeal, the Governing Board will meet with the student, parent, and the superintendent and/or designee in closed session. The Governing Board will review all written materials related to the request for readmission. The student or the parent may explain why the student should be readmitted, and the superintendent or designee may explain why readmission was denied by the Administrative Hearing Panel.
9. The Governing Board shall make a decision no later than the first Governing Board meeting following the Governing Board meeting at which the appeal was heard. The Governing Board shall notify the student of its decision in writing within two school days, providing all information outlined in Section B (11) below. The Governing Board's decision regarding the appeal is final. The Governing Board shall readmit the student unless the Board makes a finding that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other students or employees of the district.
10. If the Governing Board denies the readmission of an expelled student pursuant to Procedure for Readmission B (9), the Governing Board shall make a determination either to continue the placement of the student in the alternative educational program initially selected for the student during the period of the expulsion order or to place the student in another program that may include, but need not be limited to, serving expelled students, including placement in a county community school.
11. The Governing Board shall provide written notice to the expelled student and the student's parent describing the reasons for denying the student readmittance into the regular district program. The written notice shall also include the determination of the educational program for the expelled student pursuant to Procedure for Readmission B (10). The expelled student shall enroll in that educational program unless the parent of the student elects to enroll the student in another school district, in which case student or parent/guardian must notify the other school district of the expulsion pursuant to 48915.1 (b).
12. Appeal to the County Board of Education (Ed Code 48919)

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

The period within which an appeal is to be filed shall be determined from the date the Governing Board votes to expel even if enforcement of the expulsion is suspended and the student is placed on probation. A student who fails to appeal the original action of the Governing Board within the prescribed time may not subsequently appeal a decision of the Governing Board to revoke probation and impose the original order of expulsion.

13. Community Service Alternative (Ed Code 48900.6)

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

14. Graduating Students

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

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

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

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

Regulation Approved: January 17, 1995

Revised: August 19, 1997

Revised: February 12, 2002

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

Each September, all teachers are provided with a list of their enrolled students who have one or more suspensions.

This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are provided to each teacher.
2. Teachers are advised about the confidential nature of the data.
3. All sheets and suspension reports are kept and filed in the school office.
4. Teachers are informed that they can discuss individual concerns with administration as well.

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

F. Sexual Harassment Policy (BP 5145.7)

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

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions (Education Code 212.5):

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

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

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

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

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

Every student, employee or applicant has the right to be free from harassment from adults and/or from students in the work or educational setting. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

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

Complaint Procedure:

Step I - Informal Resolution:

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

Step II: Verbal or Written Complaint:

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

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

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

G. Dress Code

Student Dress Code/Uniform Policy

Key Elements:

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

Gale Ranch is committed to a learning environment that fosters individuality and growth. We understand that everyone has a personal style that is unique to them; however, the importance of appropriate dress and its effect upon the learning environment are factors that we must take into consideration when setting a dress code applicable to all students. As a professional environment, appearance and dress must be within the limits of safety, cleanliness, and appropriateness for school and shall not interfere with any aspect of the overall learning environment. Please be advised that the dress code shall be strictly enforced.

A student whose dress/attire is not appropriate for school will be asked to change into P.E. clothing provided by the office or the student's parents will be contacted to provide alternative clothing.

- a. All articles of clothing, patches, or buttons, which have slogans advertising alcoholic beverages, illegal substances, tobacco products, or bearing violence, disrespectful or suggestive slogans are prohibited. All clothing shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate racial, ethnic or religious prejudice, gang identity, or the use of drugs or alcohol.
- b. Clothing must conceal undergarments at all times.
- c. Students must wear shoes at all times. High heels, slippers, and platform shoes are not safe to wear at school. Student will be allowed to change into their P.E. shoes. P.E. shoes must be closed toed and have backs.

The appropriateness of clothing worn at school is at the sole discretion of the staff and administration.

H Rules and Procedures – Discipline (BP 5144)

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

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

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

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

PHILOSOPHY - Every student has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment is characterized by positive interpersonal relationships among students and between students and staff. To that end, GRMS has adopted and implemented a school wide Positive Behavior Intervention and Support (PBIS) program.

PBIS supports research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students receive instruction necessary to enhance the positive school climate and reduce or avoid negative behavior altogether. This research also shows that there is a correlation between positive school climates and academic success for all students when students clearly understand behavioral expectations.

GRMS has developed and annually reviews the PBIS framework and plan to include:

- teaching positive school rules;
- implementing a social emotional skills development program;
- positively reinforcing appropriate student behavior;
- using effective classroom management;
- providing early intervention and support strategies for misconduct;
- apply appropriate and meaningful consequences to include restorative practices.

In conjunction with the GRMS PBIS Plan, specific behavioral expectations provide additional guidance and transparent communication to the entire school community to include:
students
parents/caregivers
teachers
administrators

In the spirit of understanding, collaboration and cooperation between the members of the school community, we continue to strive for the creation and/or maintenance of a learning environment that fosters academic exploration and success for all students.

Student

Responsibilities

Students are expected to learn and model GRMS student behavioral expectations, follow all school and classroom rules and demonstrate appropriate social skills when interacting with adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior in alignment with three pillars; be safe, respectful and responsible.

1.BE SAFE

- I am responsible, like everyone else, for maintaining safety at school.
- I engage in activities that are safe and report any known safety hazards
- I help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
- I report any bullying or harassment.
- I avoid conflicts and physical or verbal violence.

2.BE RESPECTFUL

- I treat others the way I want to be treated.
- I respect laws, rules, and school authority.
- I treat people fairly and respect their rights.
- I respect private and public property.
- I am honest with others and myself.
- I avoid spreading rumors or gossip.
- I respect each person's right to be different and I look for the good in others.

3.BE RESPONSIBLE

- I take responsibility for my actions.
- I choose how I respond to others.
- I return what I borrow to the same person, in the same condition.
- I give my best in everything I do.
- I come to school regularly and on time, ready to learn.
- I help to create a positive school environment.

Parent/Caregiver

Responsibilities

- Parents/Caregivers will take an active role in supporting the school's efforts to maintain a welcoming school climate.
- Support the implementation of the school's PBIS Plan.
- Be familiar with and review the GRMS student behavioral expectations and school rules with their children.
- Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct.
- If misconduct escalates, parent/caregivers will cooperate with the school as a collaborative partner to address student's needs.
- Send the student to school prepared for work--with books, pencil, homework, and appropriate dress.
- Insure that the student attends school regularly and is on time.
- Provide a home environment that encourages respect for the school and the learning process; provide a healthy home environment with adequate nutrition, and rest.
- Take corrective action when requested by the teacher or school administration.

Teacher

Responsibilities

Every teacher has a fundamental role in supporting a positive classroom and school. positive classroom environment includes consistent and effective classroom management strategies. The teacher is responsible for:

- Define, teach, review and model appropriate student behavioral expectations and school rules.

- Acknowledging and reinforcing appropriate student behavior.
- Reporting the inappropriate student behaviors to the school administration via the Classroom Incident Form despite appropriate interventions.
- Provide corrective feedback and re-teach the behavioral skill when misconduct occurs.
- Collaborating with parents/caregivers to reinforce appropriate school/classroom behavior (telephone, meeting, email).
- Follow the individualized behavior plan for students with disabilities. This plan is accessible and distributed to all staff working with identified students.
- Assume responsibility for all students of the school, not just those in individual classrooms.

School Administration Responsibilities
 School administrator’s role is to model and lead. School administrators, in collaboration with school instructional staff and community are responsible for establishing a safe, respectful and welcoming environment by:

- Ensuring student behavioral expectations and school rules are taught, enforced, advocated, communicated and modeled to students, parents/caregivers, and staff.
- Annually review and further develop a PBIS Plan consistent with the positive school climate initiatives.
- Ensure that accurate student information is reflected in all student information data systems.
- Ensure that methods for recording, collecting and analyzing behavior/discipline information is available for monitoring and evaluation. This data is incorporated into ongoing school climate decision making related to individual students to the school-wide student population.
- Provide necessary training and support to staff and parents/caregivers in maintaining an environment conducive to learning.
- Implementing the consistent application of reasonable alternatives to suspension, expulsion and suspended expulsions that include the use of equitable consequences consistent with law and district policy.
- Assembling an ongoing collaborative team at the school (Student Study Team) with appropriate staff to address behaviors for all students who engage in ongoing misconduct, despite appropriate interventions, and designing and implementing an effective individualized behavior support plan that may include, but is not limited to:
 - Intensive behavioral supports and strategies
 - Adapted curriculum and instruction
 - Schedule modification
 - Communication strategies
 - Community agency referrals

Consequences for Student Misconduct
 School behavior infractions yield consequences that strive to be consistent, reasonable, fair, and matched to the severity of the student's misbehavior. A progressive discipline plan is used to guide consequence. Each consequence pairs with meaningful interventions, instruction and guidance. Students are afforded an opportunity to connect their misconduct with new learning. Any use of consequence is carefully implemented with defined outcomes in order to provide the greatest benefit. Please visit our website to see a complete outline of the behavior matrix and flowchart.

Academic Honesty
 Honest behavior is an expectation at GRMS. The purpose of the policy is to create and maintain an ethical academic atmosphere in which strong behavioral consequences will be enforced. Teachers also address cheating and plagiarism in their course policies. The administration will be notified of any incident and disciplinary action may be taken.

The following constitute non-adherence to the Academic Honesty Policy
 Copying from another student
 Unauthorized collaboration on an assignment

Using unauthorized materials/resources (spark/cliff notes, cell phones, calculators, etc.)
Submitting an essay written in whole or in part by someone else as one's own.
Preparing an essay or assignment for submission by another student
Copying an assignment or essay or allowing one's assignment or essay to be copied by someone else
Using direct quotations, large sections or paraphrased material without acknowledgement
Buying or selling essays or assignments
Submitting whole or part of computer-generated documents or materials with or without minor modifications as one's own

EXPECTATIONS FOR APPROPRIATE BEHAVIOR AT GALE RANCH -

All school personnel and classmates shall be treated and addressed in a respectful manner. Teasing and or/bullying is not tolerated at Gale Ranch. "Just kidding" or "It was a joke" are not acceptable explanations for teasing or bullying behavior. Cheating in any form is unacceptable and not tolerated at Gale Ranch. Classroom and school consequences may apply.

The teacher dismisses classes. A student must have a hall pass when out of class. Respect public and private property. Keep school desk and surrounding area clean and neat. Take good care of furniture, books, restrooms and other facilities and equipment provided. Restitution will be required along with disciplinary consequences for any damages caused by a student. Food is not allowed in the classrooms. Gum is not allowed on campus at ANY time. Eat only in assigned eating areas and put trash in receptacles provided when finished. Please do not plan individual birthday celebrations during the school day. Any balloons, gifts or other items brought to school will be held in the office until the end of the day. Special lunch deliveries for groups are not permitted.

School offices are the center of many activities. Students entering any office shall conduct themselves in a respectful manner.

Students may not borrow money from other students. When problems cannot be solved in an appropriate way (talking it out), seek assistance from the counselor or another school staff member.

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

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

See previous section

Opioid Prevention and Life-Saving Response Procedures

3. Incident Command System

3.1 Incident Command

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

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

All District employees, and especially those staff members assigned to an ICS team, are highly encouraged to download the Site's Emergency Plan. It is also recommended that team members and other District employees take CERT training, if all possible. Disaster supplies lists can be found in the Site's Emergency Plan. SRVUSD personnel can learn more about ICS by taking online courses at www.csti.org but remembering to acquire a FEMA number first. [Additional on-line Emergency Management classes appropriate for District employees are offered by the Federal Emergency Management Agency \(FEMA\)](https://cdp.dhs.gov/femasid/register) and are linked at <https://cdp.dhs.gov/femasid/register>

Command Jenny Torres; Leona Lam

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

Planning/Intelligence Renée Butruce;

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

- "How big is this problem?"
- "Who is affected?"
- "What are we going to need in the next hour, day or week?"

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

Operations Leona Lam; Eduardo Guarena

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

Logistics Bryce Kristal; Sara Faidley

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

Finance/Administration Renée Butruce;

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

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

ICS can be adopted for schools with limited personnel. If no one is assigned to an ICS position, it is assumed that the person who manages that position is keeping, and doing, the responsibility for the unfilled position. For example: in some emergencies, the Incident Commander may not assign a person to be in charge of finance. In that case, the Incident Commander is still responsible for the financial documentation.

3.2 Command Team

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

Team Assembly Location

Inside: MPR

Outside: Basketball Courts - near fire gate

3.2.1 Incident Commander

Jenny Torres; Leona Lam

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

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

3.2.2 Public Information Officer

Eduardo Guerena; Trina Walker

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

- Periodically receiving updates and official statements from the Incident Commander
- Posting approved messages to Blackboard Connect for parents
- Maintaining a log of PIO actions and all communications
- Periodically interacting with the media and District Communications

- Preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and correcting any misinformation

3.2.3 Safety Coordinator

Leona Lam;

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

Specific duties of the Safety Coordinator may include:

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

Supplies and Equipment for Command Team

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

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

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

3.3 First Aid/Medical Team

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

Assignments

First Aid/Medical Team Leader: Nancy Sheets

Alternate Team Leader: Michelle Byrne

First Aid/Medical Team Member:

First Aid/Medical Team Member:

School Nurse: Nancy Sheets

Team Assembly Location

Inside: MPR

Outside: Quad under the shade structure

First Aid/Medical Team Leader

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

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

- Periodically keeping Operations informed of overall status
- Completing the Injury Report

First Aid/Medical Team Members

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

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

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

3.4 Psychological First Aid/Crisis Team

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

Assignments

Psychological First Aid Team Leader: Krystal Jerusalem

Alternate Team Leader: Jodina Ehle

Psychological First Aid Team Member:

Psychological First Aid Team Member:

Team Assembly Location

Inside:

Outside: Quad

Psychological First Aid Team Leader

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

Psychological First Aid Team Members

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

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

Supplies and Equipment for the Psychological First Aid Team

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

3.5 Search and Rescue Team

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

Assignments

Search and Rescue Team Leader: Jay Kontilis

Alternate Team Leader: Chris Faidley

SAR Team 1 Members: Jay Kontilis; Chris Faidley; Kent Heckenlively; Spencer Erickson

SAR Team 2 Members: Chris Faidley; Brian Sears; Seth Hunau;

SAR Team 3 Members: Dylan Vaughan; Matt Schlientz; Arash Pakdel;

SAR Team 4 Members: ; ; ;

Team Assembly Location

Inside: MPR

Outside: Basketball Courts - near fire gate

Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities, keeping Operations informed of overall status, and coordinating appropriate training. Specific duties of the Search and Rescue Team Leader may include:

- Obtaining briefings from Operations and the Assembly Area Team, noting missing students and any other situations requiring response
- Assigning and recording search and rescue teams based on available manpower, maintaining 4 persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search and Rescue Team Members

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

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

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

Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Bolt cutters (for cutting grates from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)

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

3.6 Security/Utilities Team

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

Assignments

Security/Utilities Team Leader: Jose Munoz

Alternate Team Leader: Johnny Martinez

Security/Utilities Team Member: Matt Lundberg

Security/Utilities Team Member: Tony Bellomo

Team Assembly Location

Inside: MPR

Outside: Basketball Courts - near fire gate

Security/Utilities Team Leader

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

Security/Utilities Team Members

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

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

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard hat, gloves and any personal protective equipment
- Master keys
- Hand-held two way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

3.7 Supply/Equipment Team

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

Assignments

Supply/Equipment Team Leader: Bryce Kristal

Alternate Team Leader: Sara Faidley

Supply/Equipment Team Member: Beth Seufert

Supply/Equipment Team Member: Siena Ellis

Team Assembly Location

Inside: MPR

Outside: Basketball Courts - near fire gate

Supply/Equipment Team Leader

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

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

Supply/Equipment Team Members

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

- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations

- Determining supply/equipment needs for any persons with special needs
- Controlling conservation of water

Supplies and Equipment for Supply/Equipment Team

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

3.8 Assembly Area Team

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

Assignments

Assembly Area Team Leader: Lauren Geche

Alternate Team Leader: Robin Constantinides

Assembly Area Team Member: Connie Brunetti

Assembly Area Team Member: Esther Knapp

Team Assembly Location

Inside: MPR

Outside: Basketball Courts - near fire gate

Assembly Area Team Leader

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

Assembly Area Team Members

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

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

Supplies and Equipment for Assembly Area Team

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

3.9 Request and Reunion Gate Teams

Request Gate Team

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

Assignments

Request Gate Team Leader: Trina Walker
Alternate Team Leader: Joyce Chew-Kitsu
Request Gate Team Member:
Request Gate Team Member:
Team Assembly Location
Outside: In front of school

Request Gate Team Leader

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

Request Gate Team Members

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

- Greeting and quickly directing parents, guardians, or designees to the counselors, as appropriate
- Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status in all languages is suggested.
- Checking identification
- Directing parents or guardians to the Reunion Gate
- Dispatching student runners to Assembly Area to escort students whose parents have come to claim them

Supplies and Equipment for Request Gate Teams

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

Mass Reunion Planning

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

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

Reunion Gate Team

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

Assignments

Reunion Gate Team Leader: Bharathi Harapanahalli

Alternate Team Leader: Katie Watkin

Reunion Gate Team Member:

Reunion Gate Team Member:

Team Assembly Location

Outside: In front of school

Reunion Gate Team Leader

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

Reunion Gate Team Members

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

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

Supplies and Equipment

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

3.10 Fire Suppression/Hazmat Team

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

Assignments

Fire Suppression and HazMat Team Leader: Jose Munoz

Alternate Team Leader: Eric Bitar

Fire Suppression and HazMat Team Member: Grant Johnson

Fire Suppression and HazMat Team Member: Eric Toldi

Team Assembly Location

Inside: MPR

Outside: Basketball Courts - near fire gate

Fire Suppression and HazMat Team Leader

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

Fire Suppression and HazMat Team Members

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

- Evaluating potential release of chemicals
- Identifying damaged areas on the Damage Assessment Report Form. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire:
 1. Class A, B or C for ordinary combustibles
 2. Class B or C for fires involving flammable liquids
 3. Class C only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas.

Supplies and Equipment for the Fire Suppression and HazMat Team

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

3.11 Documentation/Communications Position

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

Assignments

Documentation Staff Member: Renee Butruce

Alternate Documentation Staff Member: Leona Lam, Eduardo Guarena

Assembly Location

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

Roles and Responsibilities

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

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

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

Supplies and Equipment for the Documentation Position

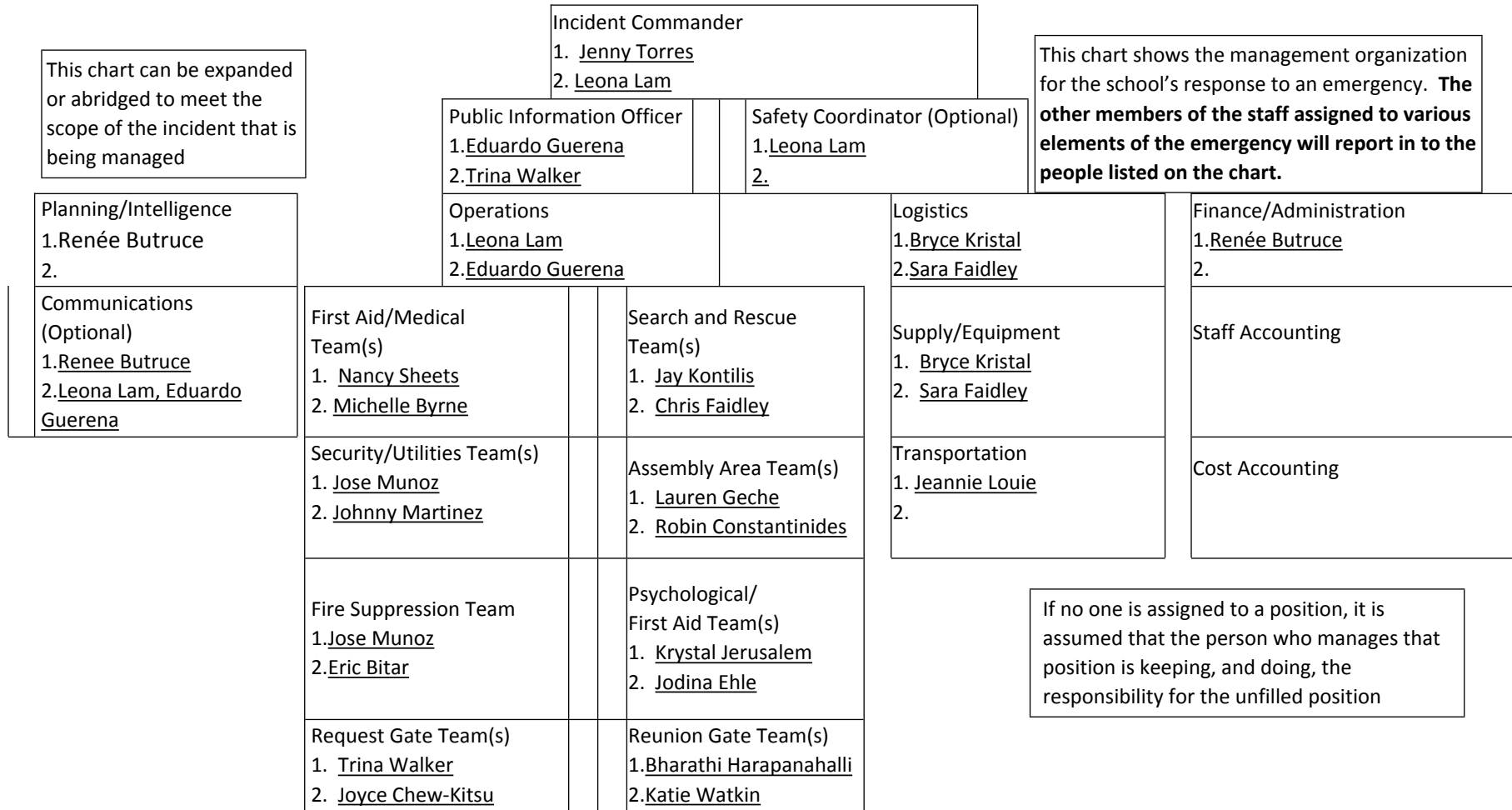
- Hand-held radios
- File boxes
- Paper, pens
- AM-FM battery radios/Portable TV
- Damage Assessment Reports
- Maps of event by the hour

Supplies and Equipment

1. Hand-held radios
2. Info/access to Blackboard Connect, internet, cell phones, etc
3. AM-FM battery radios / portable TV
4. Paper, pens, dry-erase pens
5. File box(es)
6. Large site map of campus, laminated or covered with plastic
7. Map of county or local area

3.13 School ICS Team Leads Chart

Gale Ranch Middle School EMERGENCY MANAGEMENT ORGANIZATION CHART



The Incident Command System

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

3.14 School Site Crisis Team Chart

This chart provides examples of crisis team positions, roles and responsibilities at the school site. "Backup" staff should be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY STAFF	BACKUP STAFF
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response & intervention services.	Jenny Torres	Leona Lam
Crisis Team Leader Operations Chief	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	Leona Lam	Eduardo Guerena
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	Eduardo Guerena	Trina Walker
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	Krystal Jerusalem	Jodina Ehle
First Aid/Medical	Ensures that first aid supplies are available and performs medical first aid/triage.	Nancy Sheets	Michelle Byrne
Security	Ensures school site security, secures gates, and performs short term repairs and shutoff of utilities as necessary.	Jose Munoz	Johnny Martinez
Request Gate Student Care	Processes requests for student pick-up.	Trina Walker	Joyce Chew-Kitsu
Reunion Gate Student Care	Reunites students and parents at Reunion Gate.	Bharathi Harapanahalli	Katie Watkin
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	Bryce Kristal	Sara Faidley
Communications Planning and Intel	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio and social media for information. Radio Dispatch	Renee Butruce	Leona Lam, Eduardo Guerena

***The designated Crisis Team Leader and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.**

3.15 School Site Suicide/Threat Risk Assessment Team Chart

This chart identifies the members of the suicide/threat risk assessment team and their responsibilities at the school site. "Backup" staff should be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY STAFF	BACKUP STAFF
Administrator (Principal, Assistant Principal, or Administrative Designee)	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Risk Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc). Coordinates all information, referrals, safety planning, and monitoring.	Jenny Torres	Leona Lam
Mental Health Professional /Suicide Prevention Liaison (For Student Suicide/Threat Risk Assessment: Psychiatric Social Worker, PSA Counselor, School Psychologist) (For Adult/Employee Workplace Violence Risk Assessment: School Mental Health Administrator)	Assists with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses. Identified as the Suicide Prevention Liaison. Brings mental health and trauma expertise in working with students & families.	Jodina Ehle (Student Suicide/Threat Risk Assessment)	Katie Watkin (Student Suicide/Threat Risk Assessment)
		Krystal Jerusalem (Adult Workplace Violence Risk Assessment)	Tehseen Khan (Adult Workplace Violence Risk Assessment)
Law Enforcement (Local Police Officer-resident or patrol officer; Danville/San Ramon Police Departments; Contra Costa County Sheriff's Department)	Responds to situations of risk of violence to self or others. Assists with assessment and application/transport for a psychiatric evaluation, as needed. Determines whether threat is a criminal threat; actions may include arrest, citation, or other investigative responsibilities. Assists with identifying criminal background of person of interest.	SRPD	

3.16 School Emergency Contacts Chart

Title/Role	Name
Principal	Jenny Torres
Assistant Principal 1	Leona Lam
Assistant Principal 2	Eduardo Guerena
Assistant Principal 3	
Assistant Principal 4	
Administrator Assistant	
Cafeteria Manager	Maneeta Singh
Financial Manager or Office Manager	Renée Butruce
Plant Manager Head Custodian	Johnny Martinez
Back Up Custodian	Jose Munoz
Custodian Closest to Site	Eric Bitar
First Person on Campus in AM	
Last Person on Campus in PM	

Title/Role	Name
Search and Rescue Team 1	
Team leader	Jay Kontilis
Member 2/Alternate Leader	Chris Faidley
Member 3	Kent Heckenlively
Member 4	Spencer Erickson
Search and Rescue Team 2	
Team leader	Chris Faidley
Member 2/Alternate Leader	Brian Sears
Member 3	Seth Hunau
Member 4	
Search and Rescue Team 3	
Team leader	Dylan Vaughan
Member 2/Alternate Leader	Matt Schlientz
Member 3	Arash Pakdel
Member 4	
Search and Rescue Team 4	
Team leader	
Member 2/Alternate Leader	
Member 3	
Member 4	
Security / Utilities Team	
Team leader	Jose Munoz
Member 2/Alternate Leader	Johnny Martinez

Member 3	Matt Lundberg
Member 4	Tony Bellomo
First Aid / Medical Team	
Team leader	Nancy Sheets
Member 2/Alternate Leader	Michelle Byrne
Member 3	
Member 4	
Assembly Area Team	
Team leader	Lauren Geche
Member 2/Alternate Leader	Robin Constantinides
Member 3	Connie Brunetti
Member 4	Esther Knapp
Fire Suppression / HazMat Team	
Team leader	Jose Munoz
Member 2/Alternate Leader	Eric Bitar
Member 3	Grant Johnson
Member 4	Eric Toldi
Psychological First Aid/Crisis Team	
Team leader	Krystal Jerusalem
Member 2/Alternate Leader	Jodina Ehle
Member 3	
Member 4	
Supply / Equipment Team	
Team leader	Bryce Kristal

Member 2/Alternate Leader	Sara Faidley
Member 3	Beth Seufert
Member 4	Siena Ellis
Request Gate Teams	
Team leader	Trina Walker
Member 2/Alternate Leader	Joyce Chew-Kitsu
Member 3	
Member 4	
Reunion Gate Teams	
Team leader	Bharathi Harapanahalli
Member 2/Alternate Leader	Katie Watkin
Member 3	
Member 4	
Documentation / Communication	
Team leader	Renee Butruce
Member 2/Alternate Leader	Leona Lam, Eduardo Guerena
Transportation	
Team leader	Jeannie Louie
Member 2/Alternate Leader	
Administrative Search Coordinator	
Team leader	
Member 2/Alternate Leader	
Manager of School Emergency Response Box	
Team leader	

Member 2/Alternate Leader	
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5. Authorities and References

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

5.1 Legal Requirements

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

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

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

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

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

5.2 Other Related Laws

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

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

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

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

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

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

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

6. Functional Annexes

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

Note: Only the Superintendent of the School District has the authority to cancel or close any SRVUSD school.

6.1 Notifications

Response actions should be accompanied by the following notifications:

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

6.2 Accounting for all Persons

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

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

Accounting for all Persons Procedures

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

6.3 All Clear

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

All Clear Procedures

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

6.4 Drop, Cover, and Hold On

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

Drop, Cover, Hold On Procedures

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

6.5 Evacuate Building

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

Evacuate Building Procedures

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

6.6 Psychological Trauma/School Crisis

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

Examples of crises that may impact schools include:

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

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

OTHER IMPORTANT DEFINITIONS

Trauma

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

Psychological First Aid (PFA)

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

MULTI-TIERED CRISIS RESPONSE TEAM MODEL

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

A. Tier I: School Site Crisis Response

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

B. Tier II: District Crisis Response

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

Psychological Trauma/Crisis Procedures

1. As the Incident Commander, the principal or designee activates the school ICS Team, including the Psychological First Aid/Crisis Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Incident Commander will notify the District Administrator of Operations and/or Supervisor and request additional resources as necessary.
4. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident, documenting the actions of the Crisis Team.
5. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
6. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
7. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response

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

A. Preparedness

1. Establish a school site crisis team.

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

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

B. Response

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

1. Ensure Campus/Office Safety
 - a. Call 911 for immediate, emergency life threatening situations.

- b. Call San Ramon (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) for assistance at the school site or school related activity.
 - c. Secure site and implement lockdown, if necessary.
 - d. Activate the ICS team, as needed.
 - e. For assistance and consultation, contact LD Operations administration or School Mental Health, Crisis Counseling and Intervention Services at .
2. Determine Facts, consider some of the following questions when gathering information to determine the appropriate response for the situation:
 - a. What happened?
 - b. Who was involved?
 - c. How were they involved?
 - d. How did it happen?
 - e. Where and when did it happen?
 - f. What caused the crisis?
 - g. What is the condition of those involved?
 - h. Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?
 3. Notify
 - a. District Operations Administration/Supervisor as soon as feasible.
 - b. Administrator/designee of co-located schools.
 - c. Administrator/designee of other school sites that could be affected by the crisis.
 - d. Other offices, as appropriate (see the Assistance section at the end of this bulletin for a list of relevant SRVUSD offices).
 4. Assess

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

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

5. Develop Action Plan

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

Actions may include:

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

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

Psychological First Aid: Responding to Crisis Incidents

1. LISTEN to what they say and how they act.
 - Address the feeling(s)/behavior(s) as soon as possible.
 - If a student wants to talk, be prepared to listen and focus on what they say and how you can be of help.
 - Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
 - Express compassion and calmness in your statements as well as nonverbal behaviors.
2. PROTECT by maintaining structure, stability, and consistency.
 - Maintain daily routines, activities, and structure with clear expectations and consistent rules.
 - Provide supervision and consistency to encourage successful outcomes.
 - Give information that is accurate and age-appropriate.
 - Keep the environment free of anything that could re-traumatize the student.
 - Validate the student's life experience.
 - Maintain confidentiality as appropriate.
3. CONNECT through interaction, activities and resources.
 - "Check in" with student(s) on a regular basis.
 - Become familiar with learning support staff at your school (Psychiatric Social Worker, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).
 - Encourage interactions, activities, team projects with friends and teachers.
 - Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).

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

4. MODEL calm and optimistic behavior.
 - Model healthy responses by remaining calm, courteous, organized and helpful.
 - Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
 - Take constructive actions to assure safety.
 - Monitor conversations that students may engage in or hear.
 - Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
 - Practice self-care.
5. TEACH about normal changes that can occur when traumatized.
 - Student(s) may have different reactions even to the same event.
 - Encourage students to identify and use positive coping strategies to help them after the event.
 - Help your students to problem solve to get through each day successfully.
 - Help students set small "doable" goals and share in these achievements as "wins."
 - Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

6.7 Relocation (Off-Site Evacuation)

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

Relocation Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We need to institute an off-site relocation. Teachers are to take their students roll book, emergency supplies, and report to their designated offsite

relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited.”

2. The Incident Commander will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in the Safe School Plan. Teachers and students will stay together during the evacuation.
3. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

6.8 Reunification

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

Reunification Procedures

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

6.9 Threat to Others

For support and consultation, contact School Mental Health Crisis Counseling and Intervention Services at Monday-Friday (8:00am-4:30pm). After hours, contact the LOCAL Police Department at .

This procedure applies if site personnel receive or have knowledge of a threat that may target an individual, a particular group or the entire school community. Such threats may be direct, indirect, verbal, non-verbal, written, or electronic, and may target an individual, a particular group on campus, the entire school, or the community. The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District’s . Online training about threats is available on the Learning Zone in courses STEPS 208 and 408.

Protocol for Responding to School Violence and Threats

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

A. Secure Campus/Office Safety

1. Call 911 for immediate, emergency life threatening situations.

2. Call San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) law enforcement for assistance at the school site or school related activity.
3. Secure site and/or implement lockdown, if necessary.
4. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the educational setting. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
5. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at .

B. Notify

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

C. Investigate

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

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

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

D. Convene a Threat Assessment Team

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

Critical roles of effective teams include:

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

E. Assess for Risk to Self or Others

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

2. The multi-disciplinary threat assessment team will determine the level of risk by reviewing the School Violence Risk Assessment Checklist and the Suicide Risk Assessment Checklist, as needed:
 - **Low Risk** - Does not pose imminent danger to self or others; insufficient evidence for violence potential.
 - **Moderate Risk** - May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
 - **High Risk** - Poses imminent danger to self or others with a viable plan to do harm and exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

F. Suspected Child Abuse

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

G. Determine Appropriate Action Plan

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

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

H. Additional Actions

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

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

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

I. Student Re-entry Guidelines

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

J. Provide Resources (see Resource List)

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

K. Monitor and Manage

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

L. Document All Actions

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

4. Training and Exercises

4.1 District Documents Concerning Emergencies

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

4.2 Emergency Supplies and Equipment

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

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

4.3 Training and Exercises

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

4.4 Emergency Drills

In order to be adequately prepared, emergency drills should be executed and documented at the school site.. The School safety plan has more information on emergency response actions and required emergency drills. Four types of emergency drills are required as indicated in the table below, along with the required frequencies by school level.

Drill Frequency Table:

DRILL TYPE	ELEMENTARY	MIDDLE	HIGH AND ADULT SCHOOLS
<i>Fire</i>	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per semester at minimum, including summer school.
<i>Earthquake (Drop/Cover/Hold On)</i>	Once per semester to include summer school.	Once per semester to include summer school.	Once per semester to include summer school.
<i>Lockout Take Cover or "Hold"</i>	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.
<i>Lockdown</i>	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.
<i>Shelter-in-Place</i>	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.

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

4.4.1 Fire Drill

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

Fire Drill Procedures:

Teachers

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

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

4.4.2 Earthquake Drill

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

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

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

Earthquake Drill Procedures

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

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

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

4.4.3 Lockdown Drill

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

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

Lockdown Drill Procedures

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

1. RUN/Evacuate: If there is an accessible escape path, attempt to evacuate the premises.

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

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

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

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

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

HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

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

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

How to react when law enforcement arrives:

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

Information to provide to law enforcement or 911 operator:

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

TRAINING YOUR STAFF FOR AN ACTIVE SHOOTER SITUATION

To best prepare your staff for an active shooter situation, create an Emergency Action Plan (EAP), and conduct training exercises.

Together, the EAP and training exercises will prepare your staff to effectively respond and help minimize loss of life.

Components of an Emergency Action Plan (EAP)

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

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

4.4.4 Shelter-In-Place Drill

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

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

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

Shelter-in-Place Drill Procedures

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

7. Threat and Hazard-Specific Annexes

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

7.1 Active Shooter/Gunfire

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

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

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

7.1.1 Active Shooter Procedures

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

The Planning and Intelligence Team Leader will:

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

The Operations Team Leader will:

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

7.1.2 Rapid Relocation Procedures

1. The School Incident Commander will:

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

- Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the local police will:
 - Research the nature of the event by contacting outside municipal law enforcement, county sheriff Field Units or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
 - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
 - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
 - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the police officers dispatched to the school.
 - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
 - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
 3. Danville and San Ramon officers dispatched to the scene will:
 - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.
 - Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
 - Maintain a perimeter at the offsite relocation point between the school population and others.
 - Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.
 4. The Local District Operations Coordinator will:
 - Connect with the School Incident Commander in person, by phone or radio and provide resources from the district that might include the following:
 - Dispatch the Crisis Team to the school relocation point.
 - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
 - Send out a message to parents from the District office with additional information.
 - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the district office.
 - Assist with reunification.
 5. The First Aid/Medical Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
 6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the Crisis/Psychological First Aid Team to ensure notification of parents and family members of the wounded.
 7. All media inquiries will be referred to the designated Public Information Officer.
 8. The School Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
 9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All Clear action.
 10. The School Incident Commander will debrief with staff and school police officers.

7.2 Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Utility Failure as needed.

Aircraft/Vehicle Crash Procedures

1. The principal or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Utility Failure.
6. If needed, the Incident Commander will direct the Fire Suppression/HazMat Team to organize fire suppression activities for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident. A LD representative will call the Office of Communications with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Contra Costa County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen.
10. The Psychological First Aid/Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an Off-Site Relocation.
12. The Incident Commander will notify and update parents via district assistance.
13. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.3 Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

Animal Disturbance Procedures

1. The principal or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) , Animal Control (925) 608-8400, and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or First Aid/Medical Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via district communication if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.4 Biochemical/Hazardous Materials

A Biological or Chemical Release involves the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

- Multiple victims suffering from watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

7.4.1 Substance Released Inside a Room or Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700)
3. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and the District will shut down the building's air handling system.
6. The Incident Commander will notify and update parents via district communications.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.

8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Contra Costa County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.4.2 Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, as necessary, initiate the Shelter-in-Place or Evacuate Building action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via district.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Contra Costa County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.4.3 Substance Released in Surrounding Community Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if he/she or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter-in-Place.
2. Follow all Shelter-in-Place procedures.
3. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
4. The Incident Commander will monitor local news for information about the incident.
5. The school will remain in Shelter-in-Place until the Contra Costa County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.5 Bomb Threat/Suspicious Package

Response to a bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

7.5.1 Bomb Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
 - Nature of threat on phone line
 - Name of school
 - Phone number of line receiving threat
 - Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Bomb Threat Form to gather and record information about the call.
3. The site administrator would then contact the District Emergency Line (925) 552-2964

Bomb Threat Form Questions include:

- Where is the bomb (building, location)?
- When is it going to explode?
- What kind of bomb is it? What does it look like?
- Who set the bomb? Why was the bomb set?
- What can we do for you to keep the bomb from exploding?
- What is your name?
- How old are you?
- Where do you live?
- How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

- Caller Characteristics:
 - Gender
 - Age
 - Accent
 - Slurred/impaired speech
 - Recorded/disguised voice
 - Familiarity
 - Irrational/incoherent
 - Background Noise:
 - Office
 - Outdoors
 - Traffic
 - Other
4. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) who will advise the school. In most cases, School Police will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
 5. If the school is directed to search for unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
 6. The Incident Commander will notify district and/or Operations Coordinator of the incident.
 7. No attempt should be made to investigate or examine a discovered suspicious object.
 8. The Incident Commander will notify and update parents via district.

9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
10. After the search, the Incident Commander will consult with law enforcement to determine any alteration to the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
11. When a suspicious object or bomb is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
12. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
13. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
14. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
15. The Incident Commander may initiate an Off-site Relocation if warranted by changes in conditions.
16. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

7.5.2 Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via district.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
11. The Psychological First Aid/Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
13. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete the Bomb Threat Report of the suspicious package.

7.6 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio or call 925-824-1832.

7.6.1 Bus Earthquake Procedures

1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.

4. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
5. The principal or designee will notify the District Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via district.
7. If instructed by the bus supervisor to continue the route, the driver will:
 - If enroute to school, continue to pick up students.
 - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop.
 - If there is no responsible adult at the bus stop or it is impossible to get to school, the driver will proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, the driver is to notify the principal and remain with the children until further instructions are received from the principal or designee.
8. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
9. The driver will account for all students and staff throughout the emergency.

7.6.2 Bus Flood/Flash Flood Procedures

1. The driver will NOT drive through flooded streets and/or roads.
2. The driver will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the driver will stay in place until help arrives.
4. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
5. The principal or designee will notify the district and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via district.
7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

7.6.3 Serious Bus Crash or Bus Fire Procedures

1. The driver will park the bus in a safe location.
2. The driver will set the emergency brake and turn off the ignition.
3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire.
4. The driver will check for injuries and provide appropriate first aid.
5. The driver will call 911 and local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) and provide exact location of the bus and wait for arrival of emergency responders.
6. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
7. The principal or designee will notify the district office and/or Operations Coordinator of the incident.
8. The principal or designee will notify and update parents via district.
9. The driver will stay with the disabled bus until help arrives.
10. The driver will account for all students and staff throughout the emergency.
11. The Bus Supervisor or other authorized user will open a report on the incident.

7.7 Demonstration/Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized, and may be unlawful. Students are sometimes encouraged by protesters (in person, or via social media) to participate in a demonstration as it passes by a school.

Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate Immediate Response Action, which may include a modified Lockdown.
3. The Incident Commander will notify local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) to request assistance and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the district and/or Operations Coordinator of the incident.

5. The Security Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
6. If students leave the campus, the Incident Commander, in consultation with the Security Team, will designate appropriate staff members with radios and cell phones to accompany them. These staff members will attempt to guide and control the actions of students while off-site.
7. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window coverings.
8. The Planning and Intelligence Team's Documentation Unit should keep accurate record of events, conversations, and actions.
9. All media inquiries will be referred to the school's designated Public Information Officer, who will also monitor local news outlets and initiate further actions as appropriate.
10. The Incident Commander will notify and update parents via district.
11. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
12. The Incident Commander should proceed using good judgement based on law enforcement or other legal input, in taking action to control and resolve the situation.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.8 Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate.

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by school administrator and/or School Police.
2. Staff will immediately notify the principal or designee.
3. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Actions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) , and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via district, as necessary.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.9 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation; the following procedures should be implemented in response to all earthquakes, regardless of magnitude:

7.9.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover and Hold On.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
7. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The First Aid/Medical Team will set up the first aid station, check for injuries and provide appropriate first aid.
9. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will contact the district and/or Operations Coordinator to determine additional actions that may be necessary. LD personnel will communicate conditions to the District's Emergency Operations Center (EOP).
12. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the local Police and Administrator of Operations.
13. The Incident Commander will contact the Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any damaged areas will not be reopened until the Facilities Team provides clearance and the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions at the school.
16. The Incident Commander will direct the Planning and Intelligence Coordinator or other authorized user to open a report on the incident.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.9.2 Earthquake during Non-School Hours Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.

Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) that you are on campus before beginning a site assessment.

2. The Incident Commander should confer with the district and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
3. If the school cannot be occupied, the Incident Commander and district Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will contact staff members and parents via district.

4. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the School Police and LD Administrator of Operations.

7.10 Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

7.10.1 Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate Immediate Response Actions. Action may include Shelter-in-Place, Evacuate Building or Off-Site Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via district.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
9. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
10. The Fire Suppression/HazMat Team should attempt to suppress small fires with extinguishers, if it is safe to do so.
11. The Planning and Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the local Police and district.
16. Any areas affected by the explosion will not be reopened until the Contra Costa County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.10.2 Risk of Explosion on School Property Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
6. Staff should attempt to suppress small fires with extinguishers, if it is safe to do so.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.

9. The Incident Commander will notify and update parents via the district.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
11. All affected areas will not be reopened until the Contra Costa County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to local Police and the district.
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate an Off-Site Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.10.3 Explosion or Risk of Explosion in Surrounding Area Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter-in-Place response action.
2. The Incident Commander will notify 911 and local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via district communications.
6. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
7. The school will remain in a Shelter-in-Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.10.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter-in-Place action.

1. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
2. The Incident Commander will notify 911 and local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) and provide details on the area and personnel affected at the school.
3. After the initial blast, ICS teams should provide first aid and extinguish fires. The Incident Commander will ensure the relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
4. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the Safe School Plan for gas supply shut-off valve) and fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
5. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
6. The Incident Commander will notify and update parents via district communications.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
9. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
10. The school will remain in Shelter-in-Place until the Contra Costa County Public Health or other appropriate agency ends the shelter-in-place or issues relocation instructions. Relocation may be advised by authorities.

11. The Planning and Intelligence team will complete a Damage Assessment Report and transmit it to local Police and the district Administrator of Operations.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.11 Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

7.11.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the fire. District personnel will call the Office of Communications with information on this situation.
5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The Fire Suppression/HazMat Team will suppress fires and initiate rescue procedures as it is safe to do so until the local Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify and update parents via district communications.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
11. If needed, the Logistics Team Leader will notify District Bus Dispatch 925-824-1832 to request buses for staff and student evacuation.
12. Any affected areas will not be reopened until the Danville or San Ramon or County Fire Department or appropriate agency provides clearance and the school administrator issues authorization to do so.
13. For fires during non-school hours, the Incident Commander and the District Administrator of Operations will determine if the school will open the following day.
14. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the "fire is out."
15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the School Police and District Administrator of Operations.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.11.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building or Off-Site Relocation.
2. The Incident Commander will notify 911 and local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.

4. The Agency Liaison will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident. District personnel will call the Office of Communications with information on this situation.
6. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
8. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
9. The Incident Commander will notify and update parents via District communications.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
11. If needed, the Logistics Team Leader will notify Bus Dispatch 925-824-1832 to request buses for staff and student evacuation.
12. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.11.3 Air Quality Procedures

In recent years, we have seen increasing concern regarding air quality around and outside schools, as California is increasingly impacted by wildfires. We recognize that this creates significant concern around student activities at school and that this challenge is likely to be ongoing for the foreseeable future. The following information will help you prepared for days when the air quality is less than optimal.

During poor air quality conditions, the district will:

- Communicate in most cases via social media, on our Twitter (), Facebook() or website pages. If conditions merit, we may send an email to staff and families as well.
- Determine school closure if required, we will send an email to all groups. Local news and media may also be alerted in these rare cases.
- Monitor the air quality using a variety of data, including airnow.gov for official data from Bay Area Air Quality Management District, as well as other sources such as purpleair.com. “Unhealthy for Sensitive Groups” (101-150) range,
- Issue directives regarding activity that will be in effect throughout the SRVUSD.
- Will not issue air masks for our students, as there are no N95 masks recommended for children.

7.12 Food/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses.

Suspected Contamination of Food or Water Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The Incident Commander will notify:
 - 911
 - Local Police Call San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700)
 - Contra Costa County Department of Health Services 925-957-5400
 - District Food Services 925-824-1808
 - District Nursing Services 925-552-5030
 - Local District Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Leader will make a list of all potentially affected students and staff, and will provide the list to responding authorities.

4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The Planning and Intelligence Team Leader will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents via district communications.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.13 Public Health Emergency

A public health emergency involves a large-scale emergency need for medical health care services, often for an influenza outbreak or other infectious disease that affects a school community. During a suspected public health emergency, the principal or designee will consult with District Nursing Services 925-552-5030.

During public health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that public health emergencies can create a great deal of anxiety and misinformation.

Healthy Habits to Reduce Public Health Emergency Impact

Schools can reduce the impact and spread of a public health emergency by reinforcing basic healthy habits. These habits include:

- Wash hands often. Require that students wash their hands with soap and water after visiting the restroom and before and after eating. If soap and water are not available, schools can purchase non-alcohol waterless hand cleaner from the District Warehouse. Schools may not use alcohol-based hand cleaner. Schools must stock adequate hand-washing supplies for all restrooms.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity. When possible, schools can practice social distancing to reduce the spread of airborne germs. Keeping students at least three feet apart greatly reduces the spread of germs from an uncovered cough or sneeze.
- Exclude students and staff that are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with obvious symptoms such as an elevated temperature, cough, runny nose, or other symptoms, should be separated from the general population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.
- Activate the School's Continuity-of-Service Plan in the event of a wide-scale or pandemic illness, critical school employees could be absent for days, weeks, or months. Such a reduction in available staff will challenge the continuity of school operations and services because there will not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Office Manager, Custodian, Cafeteria Manager, Coordinator, or Assistant Principal. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be done when those employees are absent. School sites are asked to cross-train on basic operations at least two people to fill in for missing co-workers.

Develop Alternate Lessons. During major health emergencies, students may be absent for weeks. Schools should have lesson plans for students who will be home for extended periods of time, as well as multiple means of communicating lesson content to students and parents. Methods may include the following:

- Allowing students to take home school books and class materials
- Posting lesson on school websites with materials
- Using telephone messages to homes
- Use of other approved internet education websites
- Mailing home printed materials
- Having printed materials available for families to pick up at school

7.15 Utility Failure

A utility failure is a situation involving a loss of water, power or other utility on school grounds.

7.15.1 General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Explosion/Risk of Explosion on School Grounds.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, or Evacuate Building.
4. The Incident Commander will notify the Local District Maintenance Area or Local Police Call San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Local Maintenance Area personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the loss of utility service.
7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location.
8. The Incident Commander will notify and update parents via District Communications.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

7.15.2 Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the "flush". Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5 gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs. Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and both should be stored with the other emergency supplies. If Porta-Potties are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible ones for students with specific needs. Mark at least two of the Porta-Potties for faculty use.
2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.
3. **Drinking Water** - Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often Maintenance and Operations will obtain bottled water for the school. If schools are using the emergency water, they must re-chlorinate the water 30 minutes before it is put out for consumption.
4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department and alert and evacuate the building occupants. The San Ramon Fire Department 925-838-6600 must be notified and logs should be kept documenting who patrolled the building, where they went and when

they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

- San Ramon Fire Department, 925-838-6600.
- CA Fire Department

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to ensure they followed the Fire Code.

5. **Other Concerns** - At secondary schools, there may be a request to use the showers, but that cannot be accommodated. The nurse may also ask for water to wash hands. She may be able to use waterless hand cleaner, but she will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for her to use at the sink in the Health Office, or provide bottled water.

7.15.3 Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to education; it is common practice for students to remain in classrooms during a power outage.

Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building if it is dark outside. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.

Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators are also to be used to supplement battery-powered medical devices for students with special needs.

In a prolonged power outage, the Maintenance and Operations Department is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

2. **Phone Systems** - School IP phone systems have a battery back-up because they run on computers. This will allow the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside line that does not go through the IP phone system. In the event of a power outage, the fax line will still work and schools should keep a single line handset that can be plugged into this line during a loss of utilities (Red Phone). In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as "essential service lines" and will be restored first.
3. **School Two-Way Radios** - Each school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and ultimately with school police. The radios will still operate during a power outage or when phone systems are down.

Every year schools test the ability of elementary schools to contact a secondary school, and the ability of secondary schools to talk directly with school police dispatch. During a disaster, the District will use this system to compile damage and injury assessments from schools.

Cell phones, text messages, and public access communication tools can supplement two-way radio communications.

4. **Students On Ventilators** - The students who use ventilators are provided with a small, portable generator to recharge the ventilator battery during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should contact the Office of Emergency Services.
5. **Fire Alarms and Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the

fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department, and alert and evacuate the building occupants.

The San Ramon Fire Department and Denalect Alarm Company must be notified and logs should document who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

- San Ramon Fire Protection Department 925-838-6600
- Denalect Alarm Company 925-932-2211

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to insure they abided the Fire Code.

6. **Food Service** - The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch, immediately contact your Cafeteria Manager and your Area Food Services Director. They can arrange for food to be brought in from an offsite location. In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

7.15.4 PSPS Site Checklist and Procedures

In the event of a sitewide loss of power in the Bay Area, Principals should use the following guidelines for site safety. Guidelines and items in bold below should be implemented as soon as possible and prior to a PSPS:

Safety

- Conduct a survey of usable and unusable areas during a PSPS. Relocate student areas which cannot be used without electricity to those that can be.
- Custodians should deploy provisional lighting to areas in order of necessity. Restrooms and dark hallways should be prioritized.
- Emergency plans should be updated to include provisional plans for a loss of power.
- Designate a staff member who will be able to implement firewatch protocol in the event of a PSPS.
- Keep all radios on site charged at all times

Internal Communication

- Ensure that red landline phones are working whenever possible.
- Encourage staff and families to have emergency contact information updated in Infinite Campus.
- In the event of a PSPS, please hold a staff meeting 15 minutes prior to the start of school to review: Emergency and firewatch procedures, communication procedures, instructional procedures. Debrief meetings with staff should be held in order to ascertain future improvements.
- Ensure all staff has a paper tablet in order to 'run' messages to the office when necessary.
- District and site administration should be circulating, visible and available for teachers when possible

Instruction

- Teachers should have emergency power outage plans in place which will be usable in a PSPS event. Prepare all necessary materials in advance.
- Schools will be paired with another site in order to provide instructional materials when possible.

Nutrition

- Staff and students will be encouraged to bring snacks and food from home. Or have snacks available
- Discuss plan for PSPS with child nutrition staff
- Prepare outdoor areas for students in the case the MPR cannot safely accommodate students without power.

Attendance

- Prepare paper rosters in advance for attendance purposes.
- Families will be notified that attendance during a PSPS is at their discretion, however, student attendance should always be called in as a safety measure.

Other

- Review reunification plans and post
- Notify supervisor of any immediate and urgent safety concerns.
- Notify custodial department of any custodial needs which may arise as a result of a PSPS.

Plan for a Loss of Water:

Toilets:

Drinking Water:

Food Service:

Fire Suppression System (if applicable):

Plan for a Loss of Electricity:

Ventilation:

Electric Lights:

Plan for a Loss of Natural Gas:

Food Service:

Plan for a Loss of Communication:

Telephone Service:

Intercom:

7.16 Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds.

7.16.1 General Inclement Weather Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building, or Off-Site Relocation.
2. The Incident Commander will notify 911 and Local Police and will describe the nature and extent of the incident.
3. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the emergency situation. District personnel will call the Office of Communications with information on the situation.
4. The Incident Commander will direct the Security/Utilities Team or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
5. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
6. If the Incident Commander issues the Evacuate Building or Off-Site Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
8. The First Aid/Triage Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
9. The Planning and Intelligence Team will consider the impact of weather (including travel) on field trips and extracurricular activities, and advise the Incident Commander if activities should be curtailed.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
11. The Incident Commander will notify and update parents via District Communications.
12. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.16.2 Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- Inspect roof scuppers and drains to make sure they work properly.
- Request sand bags and plastic sheeting from the operational area that can be used to divert water away from doors.

Flood/Flash Flood

A Flash Flood may accompany rain, or may appear suddenly as a result of storm conditions elsewhere in Northern California, and may impede driving.

Hail

Hail can damage buildings and equipment, possibly injure students (depending on the size of the hailstones), and may be accompanied by unusually cold weather.

Wind

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles).

7.16.3 Funnel Clouds Procedures

Funnel clouds and tornadoes are usually not possible in the Bay Area. But if a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Action, Shelter-in-Place.
2. The Incident Commander makes the following announcement over the PA system, or using an alternate method of communication: "Your attention please. We are implementing a Shelter-in-Place, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor with your back to the wall, and protect your head with your arms. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."
3. If inside, teachers will keep students in the classroom until further instructions are given.
4. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
5. The Incident Commander will notify 911 and Local Police and will describe the nature and extent of the incident.
6. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the emergency situation. District personnel will call the Office of Communications with information on the situation.
7. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
8. Teachers will take attendance to account for students, and notify the office of missing students.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
10. The Incident Commander will notify and update parents via District Communications.
11. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.16.4 Heat Procedures

The intensity of exercise activities must be limited or they must be modified whenever the Heat Index (table attached, tap paperclip to view) is above 95°. A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool. Air Quality Advisories issued by the South Coast Air Quality Management District (SCAQMD) must be obeyed.

Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies for Preventing Heat Stress During the School Day

- A "cool room" should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the "cool room" should be available for use at all times during the school day.
- Hold events indoors when possible.

- Use current medical health history and physical to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
 - Students with history of previous heat illness
 - All current illnesses and/or health sensitive medical conditions
 - Students who have experienced recent injuries

7.16.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets.

Watch - used when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead time to set emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- Review the Safe School Plan and confirm staff assignments for emergency positions
- Review field trips and extracurricular activities
- Review Blackboard Connect emergency contact lists for staff and students
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Inspect the campus for conditions that could cause damage

Advisory - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- Review the Safe School Plan
- Check emergency supplies
- Examine extracurricular activities, field trips, and after-school programs
- Plan for modified activity schedule
- Move outdoor equipment out of harm’s way
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Check school site for hazards and exposures that can be mitigated
- Send a message if extracurricular activities may be impacted

Warning - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

- Activate Safe School Plan
- Stage emergency supplies in a location protected from weather
- Send message and update school website and school social media accounts to notify parents
- Notify District Operations of actions
- Take proactive steps to protect students and staff
- Cancel activities, field trips and after-school programs if expedient to do so

8. Appendices

Maps

Bomb Threat

School	_____	Location Code	_____
Name	_____	Position	_____
Date of Call	_____	Time of Call	_____
Person Receiving Call	_____		

I. REPORT OF PERSON RECEIVING CALL	
A. Ask the caller the following questions	
Where is the bomb (building, location)?	_____
What time is it set to go off?	_____
What kind of bomb is it? What does it look like?	_____
Who set the bomb? Why was the bomb set?	_____
What is your name?	_____
How old are you?	_____
Where do you live?	_____

B. Evaluate the voice of the caller, and check the appropriate spaces below:			
<input type="checkbox"/>	Male	<input type="checkbox"/>	Intoxicated
<input type="checkbox"/>	Female	<input type="checkbox"/>	Speech Impediment
<input type="checkbox"/>	Child	<input type="checkbox"/>	Special Ethnic Characteristics
Age (Approx.)	_____	Other	_____

C. Listen for any background noise. (Check appropriate spaces below, if applicable):					
<input type="checkbox"/>	Music	<input type="checkbox"/>	Babies or children	<input type="checkbox"/>	Airplane
<input type="checkbox"/>	Conversation	<input type="checkbox"/>	Cars/trucks	Other	_____
<input type="checkbox"/>	Typing	<input type="checkbox"/>	Machine noise	_____	

II. REPORT BY PRINCIPAL			
A. The police were contacted by (Name of person)		_____	
Date	_____	Time	_____
Police personnel taking call	_____		
Officer responding to call	_____		

B. Was a search made for the bomb?		Yes		No
If "yes," give details regarding search				

C. Was an evacuation conducted?		Yes		No
If "yes," indicate buildings or areas evacuated				

D. Remarks:

This form shall be completed in duplicate (submit original to Educational Service Center Operations Coordinator and copy for school files).

Injury Report

School _____

Room Number _____

Teacher's Name _____

Date _____

NAME	INJURED TYPE OF INJURY	LOCATION OF PERSON
-------------	-----------------------------------	---------------------------

Missing Persons Report

School _____

Room Number _____

Teacher's Name _____

Date _____

MISSING PERSONS

NAME

LAST SEEN LOCATION

Student Release Log

NOTE: Schools may only release students to individuals who have been designated by the custodial parent/guardian.

School _____ Date _____

STUDENT'S NAME	RELEASE TIME	NAME OF PERSON RELEASED TO	ADULT SIGNATURE

[Note: Maintain the original in the emergency document file.]

School/Site Preliminary Damage Report (PDF)

School/Site:						Location Code:			
Date:		Time:		Person in Charge:					
Contact information (How the school can be reached for additional information):									
Please answer the following:									
Number of deaths	# of Students			# of Staff			None		
Number of injuries	# of Students			# of Staff			None		
How many buildings at your site are visibly damaged?									
Describe the type and extent of damage you observe:									
Summarize emergency response actions already taken:									
Do you have the following capabilities?									
Power	Yes	No	Landline Phone	Contact #		Yes	No		
Water	Yes	No	Cellular Phone	Contact #		Yes	No		
Natural Gas	Yes	No	Two-way Radio			Yes	No		
Location of evacuated students									
List critical issues on site									
List other issues									
List assistance requested									

Biological and Chemical Release Response Checklist

School _____ Location Code _____
 Name _____ Position _____
 Location of Release _____

	Yes	No	Note
Have unexposed students, staff and others been evacuated from area of contamination?			
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?			
Have all students and staff been accounted for?			
Has the area of contamination been cordoned off and secured?			
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?			
Have the doors and windows to the area of contamination been closed and locked?			
Have fans and ventilators serving the area of contamination been turned off?			
Comments			

Supplemental Attendance Report

NOTE: Used to account for anyone not found on student/staff rosters

School Gale Ranch Middle School

Date _____

NAME	ID #	STATUS (CHECK ONE)					OTHER INFORMATION
		Student	School	SRVUSD	Visito	Othe	
			Staff	Employee	r	r	
		Student	School	SRVUSD	Visito	Othe	
			Staff	Employee	r	r	
		Student	School	SRVUSD	Visito	Othe	
			Staff	Employee	r	r	
		Student	School	SRVUSD	Visito	Othe	
			Staff	Employee	r	r	
		Student	School	SRVUSD	Visito	Othe	
			Staff	Employee	r	r	
		Student	School	SRVUSD	Visito	Othe	
			Staff	Employee	r	r	
		Student	School	SRVUSD	Visito	Othe	
			Staff	Employee	r	r	
		Student	School	SRVUSD	Visito	Othe	
			Staff	Employee	r	r	
		Student	School	SRVUSD	Visito	Othe	
			Staff	Employee	r	r	
		Student	School	SRVUSD	Visito	Othe	
			Staff	Employee	r	r	
		Student	School	SRVUSD	Visito	Othe	
			Staff	Employee	r	r	
		Student	School	SRVUSD	Visito	Othe	
			Staff	Employee	r	r	

		Student	School Staff	SRVUSD Employee	Visito r	Othe r	
		Student	School Staff	SRVUSD Employee	Visito r	Othe r	