

Comprehensive School Safety Plan SB 187 Compliance Document

**2019-20
School Year**

School: Huntington Middle School
CDS Code: 19-64964-6022503
District: San Marino Unified School District
Address: 1700 Huntington Drive
San Marino, California 91108
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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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.

Mission

The San Marino Unified School District delivers supportive and safe environments and innovative opportunities for student learning, promotes individual student excellence, invites collaboration and discovery, and challenges students to take responsibility as members of a diverse, global community.

Statement of Philosophy

All schools in the San Marino Unified School District provide the fundamentals of literacy, communication, and mathematical applications for students to succeed in their later studies and/or working lives. School personnel will partner with parents and the community to maximize resources necessary to provide students a quality education in a supportive and positive climate. Students will develop global awareness, civic responsibility and critical thinking skills to respond and adapt to the changes of the 21st century.

Purpose

The fundamental purpose of the SMUSD is to encourage each student to develop his/her intellectual, social, and personal qualities in order to participate fully in an interconnected community – be it local or global.

Intellectually, students need to develop:

- The capacity for learning how to learn
- The ability to analyze and evaluate complex issues, problems, and events
- The skills needed to utilize changing knowledge and solving problems
-

Personally, students need to develop:

- A respect and acceptance of self
- A commitment to individual integrity and responsibility
- Respect for the fundamental moral values necessary in a multi-ethnic world

Socially, students need to develop:

- A commitment to democratic principles
- Respect for individual and cultural differences
- A capacity for empathy

Objectives

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the school's facilities and property.
- Enable the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide coordination between the school and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the City EOC in which they reside.

REFERENCES

Codes and Regulations

The School Emergency Plan has been developed in compliance with the following applicable codes and regulations:

- California Government Code Section (§) 8607-8608, for Standardized Emergency Management System (SEMS)
- California Code of Regulations, Title 19, Division 2, Chapter 1, §2400-2450 for Standardized Emergency Management System (SEMS) regulation
- California Code of Regulations, Title 8, §3220, Emergency Action Plan
- California Code of Regulations, Title 8, §6184, Employee Alarm Systems
- California Education Code §32282 (B), for Disaster Procedures found within the Comprehensive School Safety Plan
- California Education Code §32001, for Uniform Fire Signals and Fire Drills

Other Resources

The following are the recommended and reliable resources used in the development of the School Emergency Plan:

- School Action for Safety and Health (SASH) Program developed by the California Department of Industrial Relations
- Standardized Emergency Management System (SEMS) Guidelines developed and provided by California Governor's Office of Emergency Services
- State of California Foundation for the Standardized Emergency Management System (SEMS) developed by the California Emergency Management Agency
- Safe Schools: A Planning Guide for Action Workbook developed by the California Department of Education, Office of the Attorney General

DEFINITIONS

Action Plan – The plan prepared, containing the emergency response objectives of that SEMS level reflecting overall priorities and supporting activities for a designated period. The plan is shared with supporting agencies

Activate – Means, at a minimum, a designated official of the emergency response agency implements SEMS as appropriate to the scope of the emergency and the agency's role in response to the emergency.

Command Staff – Individuals with assignments and responsibilities under the Command function of the ICS organizational Structure. The Command Staff is composed of the Incident Commander (IC), Safety Officer, Public Information Officer, Agency Liaison Officer, and a Deputy Incident Commander. Assignments are activated as needed and in correlation with the severity of the incident, the IC can perform any or all of the Command Staff roles if the situation warrants.

Emergency Operations Center (EOC) – A location (established at the District Level) from which centralized emergency management can be performed.

Emergency Response Agency – Any organization responding to an emergency, or providing mutual aid support to such an organization, whether in the field, at the scene of an incident, or to an operations center.

Emergency Response Personnel – Personnel involved with an agency's response to an emergency.

General Staff – Individuals with assignments and responsibilities under the Operations, Planning/Intelligence, Logistics, or Finance/Administration functions of the ICS organizational Structure. The Command Staff is composed of the Operations Chief, Planning/Intelligence Chief, Logistics Chief, Finance/Administration Chief, and their subordinates. General Staff Chiefs and their subordinates are activated as needed and in correlation with the severity of the incident.

Incident – An occurrence or event, either human-caused or by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incident Command Post (ICP) – When an emergency or crisis impacts a school, an Incident Command Post is established by the Command Staff. An ICP is always located at the field or school site level. It is a designated location where the Incident Commander and his/her emergency crisis team can gather to manage the incident, report information, track status of incident, and organize the response. Generally, an ICP is located in a multi-purpose room, gymnasium, parking lot, or on an athletic field.

Incident Command System (ICS) – The nationally used standardized on-scene emergency management concept specifically designed to allow its user(s) to adopt an integrated organizational structure equal to the complexity and demands of single or multiple incidents without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communication operating within a common organizational structure, with responsibility for the management of resources to effectively accomplish stated objectives pertinent to an incident.

Local Agency – Any city, city and county, county, county office of education, community college district, school district, or special district.

Local Emergency – The duly proclaimed existence of conditions of disaster or of extreme peril to the safety of persons and property within the territorial limits of a county, city and county, or city, caused by such conditions as air pollution, fire, flood, storm, epidemic, riot, drought, sudden and severe energy shortage, plant or animal infestation or disease, the Governor's warning of an earthquake or volcanic prediction, or an earthquake, or other conditions, other than conditions resulting from a labor controversy, which are or are likely to be beyond the control of the services, personnel, equipment, and facilities of that political subdivision and require the combined forces of other political subdivisions to combat, or with respect to regulated energy utilities, a sudden and severe energy shortage requires extraordinary measures beyond the authority vested in the California Public Utilities Commission.

Multi-agency or Interagency Coordination – The participation of agencies and disciplines involved at any level of the SEMS organization working together in a coordinated effort to facilitate decisions for overall emergency response activities, including the sharing of critical resources and the prioritization of incidents.

Mutual Aid – Voluntary aid and assistance by the provision of services and facilities, including but not limited to fire, police, medical and health, communication, transportation, and utilities. Mutual aid is intended to provide adequate resources, facilities, and other support to jurisdictions whenever their own resources prove to be inadequate to cope with a given situation.

Mutual Aid System – The system which allows for the progressive mobilization of resources to/from emergency response agencies, local governments, operational areas, regions, and the state with the intent of providing adequate resources to requesting agencies. The California mutual aid system includes several discipline specific mutual aid systems (e.g., fire and rescue, law enforcement, medical and public works) that are consistent with the Master Mutual Aid Agreement. All mutual aid systems and agreements shall be consistent with SEMS and the Master Mutual Aid Agreement.

Operational Area – An intermediate level of the state emergency services organization, consisting of a county and all political subdivisions within the county area.

School District – Any and all public school districts, regardless of kind or class, except a community college district. School district includes those districts defined in sections 80 through 87 of the Education Code.

State of Emergency – The duly proclaimed existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by such conditions as air pollution, fire, flood, storm, epidemic, riot, drought, sudden and severe energy shortage, plant or animal infestation or disease, the Governor's warning of an earthquake or volcanic prediction, or an earthquake, or other conditions, other than conditions resulting from a labor controversy or conditions causing a "state of war emergency," which, by reason of their magnitude, are or are likely to be beyond the control of the services, personnel, equipment, and facilities of any single county, city and county, or city and require the combined forces of a mutual aid region or regions to combat, or with respect to regulated energy utilities, a sudden and severe energy shortage requires extraordinary measures beyond the authority vested in the California Public Utilities Commission.

State of War Emergency – The condition which exists immediately, with or without a proclamation thereof by the Governor, whenever this state or nation is attacked by an enemy of the United States, or upon receipt by the state of a warning from the federal government indicating that such an enemy attack is probable or imminent.

Components of the Comprehensive School Safety Plan (EC 32281)

Huntington Middle School Safety Committee

The HMS School Site Council delegates the responsibility to the assistant principal of updating the Comprehensive School Safety Plan relevant to the needs and resources of the school. The plan is presented to the HMS School Site Council for review and action prior to submission to the Board of Education.

Assessment of School Safety

We regularly assess the current status of school crime at our school and at school-related functions through a review of pertinent data about attendance rates, suspension data, and the California Healthy Kids Survey.

As exhibited on the California School Dashboard, SMUSD ranks in the top of all public school districts in suspension rate. Chronic Absenteeism it is a relative weakness and in need of improvement overall and within all identified student groups.

Suspension Rate Data, LCAP 2019-2020

Suspension Rate	All Students	Asian	White	Hispanic	English Learners	Socioecon.	Disadvan.	Students Disabilities
Suspended	0.3%	0.2%	0.7%	0.5%	0.9%	0.7%		0.4%
Change	-0.1%	+0%	+0.1%	-0.9%	+0.9%	+0.7%		-0.6%

Chronic Absenteeism Data, LCAP, 2019-20

Chronic Absenteeism	All Students	Asian	White	Hispanic	English Learners	Socioecon.	Disadvan.	Students Disabilities
Chronically Absent	4.1%	3.7%	5.2%	5.5%	6.7%	5.6%		4.5%
Change	+1%	+0.9%	+1.9%	+2.4%	+1.4%	-3.9%		-0.2%

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

See Emergency Action Plan for all details of our preparedness.

HMS implements procedures to ensure safe ingress and egress for students, parents, and employees to and from the school. Maps show student drop-off and pick-up locations as well as the traffic flow patterns during arrival and dismissal from school. We work closely with SMPD to keep the traffic flow safe.

Physical security measures in place include fences, surveillance cameras, electronic access controls, security vestibules/doors/gates, and door locks. All visitors are required to register in the office upon entering the school premises during school hours.

Emergency Communications tools are used to alert parents and employees, including the SMUSD Mobile App, Constant Contact E-Newsletters, social media, and the school website.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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)

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

In any school disaster or emergency, public employees are designated "disaster service workers." Disaster service worker activities are assigned to employees by their superiors or by law to assist the public agency (school or District) in carrying out its responsibilities during times of disaster (California Government Code Section 3100 to 3109). As such, teachers and staff are responsible for emergency response and support until relieved of their duties by the Incident Commander. Districts should notify all employees of this responsibility.

1.1 Objectives

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the school's facilities and property.
- Enable the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide coordination between the school and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.

Public Agency Use of School Buildings for Emergency Shelters

The District has established a facilities agreement with the American Cross to use the school buildings, ground, and equipment for mass care and welfare shelters during disasters or other emergencies.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

These guidelines from the California Education Code refer to students in all grades, TK-12. 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 Marino 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. 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.

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 31/2 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 SMUSD.
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, determine 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 student 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 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 re-admittance 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 Marino Unified School District, the student's parent, or the student if emancipated or legally of age, shall inform San Marino Unified School District, upon enrollment, of the student's status with the previous district. If this information is not provided to the San Marino Unified

School District, and San Marino 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.

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

At the beginning of each semester, all teachers are notified of enrolled students who have one or more suspensions (other than tobacco related suspensions per education code). This list of students includes suspensions for the current year in addition to the previous three years. Teachers are advised about the confidential nature of the data and all records are kept in the main office to preserve confidentiality.

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.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

San Marino Unified School District AR 4158 4258 4358

Employee Security

Personnel

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

Employees shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

In addition, employees shall promptly report to the principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual.

Reports of attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

(2/97, 11/00) 3/11, Revised 2/5/15

(E) Sexual Harassment Policies (EC 212.6 [b])

It is the policy of the Governing Board of the San Marino 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. 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 5145.9 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.

San Marino USD | BP 5145.3 Students

Non-Discrimination

District programs and activities shall be free from discrimination, including harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin, and physical or mental disability, age, socioeconomic status, or sexual orientation.

The Board of Education shall ensure equal opportunities for all students in admission and access to the educational program, guidance, and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in instruction, guidance, and supervision.

Educationally disadvantaged students shall not be isolated or segregated. At the elementary level students may be temporarily assigned to a location other than the regular classroom in accord with a comprehensive diagnostic assessment but only until the diagnosed need has been alleviated. At the secondary level students may be assigned to a special class for the equivalent of one or

more periods, provided the assignment is based on a comprehensive diagnostic assessment of the students' needs. The assignment will terminate when the diagnosed need has been alleviated as determined by assessments and pre-established criteria.

The schools shall provide male and female students with separate shower rooms and family-life classes to protect student modesty. The Board prohibits intimidation or harassment of any student by any employee, student, or other person in the District. Staff shall be alert and immediately responsive to student conduct that may interfere with another students' ability to participate in or benefit from school services, activities or privileges. The faculty must be especially sensitive in guarding against unconscious gender discrimination and stereotyping in all school operations.

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

The Board hereby designates the following Coordinator for non-discrimination: Linda de la Torre, Assistant Superintendent of Human Resources

San Marino Unified School District

1165 West Drive

San Marino, California 91108 (626) 299-7000 Extension 311

Any student who feels that he/she is being harassed should immediately contact the principal, his/her designee, or the non-discrimination coordinator. When these persons do not promptly facilitate a remedy to the situation, a complaint may be filed with the Superintendent or his/her designee who shall process the complaint through the uniform complaint procedures.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

We expect that students will act and dress in a manner appropriate to the school setting. Out of an abundance of caution and safety, students must wear shoes at all times. Sandals, slippers, and open-toed shoes pose a safety concern and are not allowed. Students may not wear see-through tops, tops exposing undergarments, low cut tops, excessively short tops/skirts/shorts or bathing suits. Students may not wear clothes displaying drugs, hate speech, inciting violence, alcoholic beverages, tobacco, weapons, obscenities, or ridiculing a person or group. Students may wear hats outside. Any student who is found to be out of dress code will be provided a set of PE clothing for use the remainder of the day. Continued violation of this policy can result in further disciplinary consequences.

(G) Rules and Procedures – Discipline (BP)

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.

Normally the teacher is the first person to deal with a student if a problem occurs. The steps taken by the teacher before a student is sent to the office may include but are not necessarily limited to:

- *discussing the incident and counseling the student,
- *keeping the student in the class during break, lunch, or after school for a conference,
- *notifying the parents,
- *holding a conference with the parents, and
- *speaking with the administration.

If a student is referred to the office, administrative staff may work through some of the same steps and, when necessary, involve the parents in the process. Once administration is provided a behavior for the dispensation of corrective and/or disciplinary action, they are the sole decision makers. Our goal is to develop responsible, self-reliant individuals who have a strong sense of value and ethics. Students should have respect for themselves and others.

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

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

At HMS, we take pride in open, honest relationships that promote a safe school environment for students. Parents, students, teachers, support staff (including a counselor and psychologist), and administrators play an active role in establishing and maintaining personalized relationships with students; the best safety plan for a school campus. We are committed to continual work together to develop clearer and easier avenues of communication for any of HMS community who feel they are in crisis. A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members including a law enforcement representative. Components required by Education Code 52012 and 52842 address the following goals:

Element:

Goal #1: All students and staff members are provided a safe teaching and learning environment.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Indicator 1.1 – HMS maintains a compliant Safe Schools Plan.	<p>1.1.1 The HMS School Site Council will oversee the revision of a comprehensive school safety plan relevant to the needs of Huntington Middle School. The plan and its revisions were developed using state provided guidelines and Ed. Code regulations.</p> <p>1.1.2 The HMS plan envisions a consistent and positive consultative relationship with law enforcement at various levels.</p> <p>1.1.3 Suspected cases of child abuse will be reported to Child Protective Services in compliance with state law and local regulations.</p> <p>1.1.4 HMS implements all district disciplinary policies/procedures on suspension and expulsion, and maintains a safe and orderly</p>	<p>1.1.1 Comprehensive School Safety Plan Self-Monitoring Tool (2014), Ed. Code 32280-32289</p> <p>1.1.2 Safe Schools Assessment Center, LACOE, local law enforcement, school resource officer</p> <p>1.1.3 Penal Code 11164, Ed. Code 35294.2</p> <p>1.1.4 Ed. Code 48900 and 48915, Board Policies, Administrative Regulations and Disciplinary Guidelines</p> <p>1.1.5 Ed. Code 49079</p> <p>1.1.6 Ed. Code 35294.2, Ed. Code 212.6 b</p> <p>1.1.7 School administration and law enforcement</p> <p>Ed. Code 35294.2 a2G</p> <p>1.1.8 Comprehensive School Safety Plan Self-Monitoring Tool (2014), Ed. Code 32280-32289f</p> <p>1.1.9 Comprehensive School Safety Plan Self-</p>	<p>1.1.1 Site Administration, School Leadership Committee, School Site Council</p> <p>1.1.2 Site and District Administration, SM Police Department, District Safety Committee</p> <p>1.1.3 Site Administration, School Counselor, School Staff</p> <p>1.1.4 Site Administration, School Staff</p> <p>1.1.5 Site Administration Assistant Superintendent of Human Resources, Site Administration, School Staff</p> <p>1.1.7 Site Administration, duty supervisors, Recreation Department supervisors</p> <p>1.1.8 Site Administration, School Leadership Committee, School Site Council</p> <p>1.1.9 Site Administration,</p>	<p>1.1.1 Completed Safe Schools Action Plan</p> <p>1.1.2 Participation in District Safety Committee Meetings, Police Department</p> <p>1.1.3 Filed Reports</p> <p>1.1.4 Monthly Suspension Report on Power School</p> <p>1.1.5 Site Administrators Notification, Suspension Reports</p> <p>1.1.6 Distributed Materials</p> <p>1.1.7 Supervision Schedules</p> <p>1.1.8 Board of Education Minutes</p> <p>1.1.9 School Site Council Minutes</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
	<p>learning environment.</p> <p>1.1.5 HMS notifies all appropriate staff of dangerous students.</p> <p>1.1.6 HMS keeps all students and staff apprised of laws and local regulations related to general and sexual harassment.</p> <p>1.1.7 HMS develops safe procedures for entering and leaving the campus.</p> <p>1.1.8 The HMS CSSP will be provided to the Board of Education for review and approval and made available for public inspection.</p> <p>1.1.9 The HMS plan is updated annually as appropriate.</p>	Monitoring Tool (2014), Ed. Code 32280-32289	School Safety Committee, School Site Council	
Indicator 1.2 – HMS maintains an up-to-date emergency response plan.	<p>1.2.1 HMS maintains a current crisis response plan, and provides copies to district administration, maintenance/operations director and local emergency services.</p> <p>1.2.2 HMS informs staff members of their roles and responsibilities in crisis situation and provides appropriate training.</p> <p>1.2.3 HMS conducts all appropriate emergency drills.</p> <p>1.2.4 HMS establishes and maintains records of disaster preparedness supplies.</p>	<p>1.2.1 District SEMS Manual, District and site plans, SDE documents, Ed. Code 35295-35297, Comprehensive School Safety Plan Self-Monitoring Tool (2014), Ed. Code 32280-32289</p> <p>1.2.2 District and Site Emergency Manuals, CPR and first aid training</p> <p>1.2.3 CCR Title 5, Sec. 560</p> <p>1.2.4 District Guidelines, Health Services, Purchasing, Red Cross Guidelines</p>	<p>1.2.1 Site Administration, School Site Council, School Leadership Committee, Site Administration, Bickmore Risk Management Consulting</p> <p>1.2.2 Site Administration, District Personnel</p> <p>1.2.3 Site Administration, all Staff</p> <p>1.2.4 Site Administration, Contracted Safety Coordinator</p>	<p>1.2.1 Emergency Response Folders, Emergency Response Plan</p> <p>1.2.2 Attendance Sign In Sheets, District Red Cross Certification Records</p> <p>1.2.3 Drill Schedule Signature Sheet</p> <p>1.2.4 Emergency Bin Contents</p>
Indicator 1.3 – HMS consistently follows established local and district discipline policies and will intervene at the earliest point when students exhibit at-risk behavior.	<p>1.3.1 HMS develops rules based upon reasonable behavioral expectations and district policies/guidelines and the state education code.</p> <p>1.3.2 HMS communicates its rules</p>	<p>1.3.1 Board policies and administrative regulations, Ed. Code 35291, 35291.5</p> <p>1.3.2 District/School Web Site</p> <p>1.3.3 School handbook, Board policies and administrative</p>	<p>1.3.1 Site Administration, all Staff</p> <p>1.3.2 Site Administration, all Staff</p> <p>1.3.3 Site Administration, School Site Council</p> <p>1.3.4 Site Administration</p> <p>1.3.5 Site Administration, all Staff</p>	<p>1.3.1 School Handbook, Classroom Rules</p> <p>1.3.2 School Handbook, Classroom Rules</p> <p>1.3.3 School Handbook</p> <p>1.3.4 Phone log, Incident Report</p> <p>1.3.5 District/School Web Site</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
	<p>and behavioral expectations in a variety of appropriate manners.</p> <p>1.3.3 HMS discipline policy is reviewed annually.</p> <p>1.3.4 HMS notifies appropriate law enforcement agencies when specific penal and civil code violations occur.</p> <p>1.3.5 HMS consistently and fairly enforces all school rules, and district policies and regulations.</p> <p>1.3.6 HMS provides assistance to staff in developing and implementing behavioral plans and behavior contracts consistent with the school's goals and district policies and regulations.</p> <p>1.3.7 A list of counseling referrals will be available to parents.</p> <p>1.3.8 HMS encourages parent and teacher participation in discipline workshops focusing on at-risk behaviors and interventions.</p> <p>1.3.9 HMS regularly holds Student Success Team meetings at which students with maladaptive behaviors may be discussed.</p> <p>1.3.10 The administration of the HMS discipline policy includes consultation with the district's special education department in those cases that involve special education students or those with 504 plans.</p> <p>1.3.11 Suspected or actual gang affiliation, participation in hate crimes, or potential suicide is dealt with in a</p>	<p>regulations</p> <p>1.3.4 Board policies and administrative regulations, school resource officer</p> <p>1.3.5 Board policies and administrative regulations</p> <p>1.3.6 Board policies and administrative regulations, School handbook, Teacher handbook</p> <p>1.3.7 District Human Relations Comm., Psychologist, PFA, School Counselor</p> <p>1.3.8 PTA, Partnership for Awareness</p> <p>1.3.9 District Student Success Team (SST) guidelines</p> <p>1.3.10 IDEA, ADA, Section 504 and CDE guidelines, School handbook</p> <p>1.3.11 District Crisis Prevention Training</p>	<p>1.3.6 Site Administration, SST Team</p> <p>1.3.7 District and Site Office Administration, School Counselor</p> <p>1.3.8 Site Administration, Staff</p> <p>1.3.9 Site Administration, Staff, Psychologist, Specialists, School Counselor</p> <p>1.3.10 Site Specialists, School Counselor</p> <p>1.3.11 Site Administration, Staff, Crisis Prevention Team</p>	<p>1.3.6 SST Meetings, Parent/Teacher Conferences</p> <p>1.3.7 District/School Web Site, Community Bulletins</p> <p>1.3.8 Community Bulletin</p> <p>1.3.9 Confidential SST Notes</p> <p>1.3.10 Meeting notes</p> <p>1.3.11 Professional Development meetings</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
	most serious and immediate manner.			
Indicator 1.4 – HMS infuses appropriate health, safety and legal education into the core curriculum.	1.4.1 HMS works with the PTA, the Partnership for Awareness and local law enforcement to provide appropriate instruction in alcohol and other drug resistance. 1.4.2 HMS provides instruction on health and safety related issues to age-appropriate groups. 1.4.3 HMS provides lunches in the cafeteria that meet state nutrition guidelines and follow the board policy for student well being.	1.4.1 District Administration, Partnership for Awareness, SMPD, PTA 1.4.2 District & Site Leadership Committees, Site Administration, Staff, PTA, CHYA 1.4.3 District administration, School Board policy, Ed code	1.4.1 Site Administration, Staff, SMPD, PTA 1.4.2 Site Administration, Staff, PTA 1.4.3 Food Services Director and Staff	1.4.1 Red Ribbon Week Activities 1.4.2 Drills, Bike Lanes, Assemblies, Units of Study 1.4.3 Monthly menus online district web site
Indicator 1.5 – HMS involves students and parents in addressing school safety issues.	1.5.1 HMS identifies student representation to address safety concerns. 1.5.2 HMS is sensitive to student safety issues and addresses them in a timely manner. 1.5.3 HMS develops strategies to encourage appropriate student and parent involvement in decision-making with regard to safety issues. 1.5.4 HMS assists students and parents in identifying community resources for after-school and evening activities.	1.5.1 Associated Student Body 1.5.2 ASB, Counseling, security cameras 1.5.3 PTA Volunteer Coordinator, Site Leadership Committee, District /City Safety Committee 1.5.4 San Marino Recreation Department, City of San Marino, Chinese Club of San Marino	1.5.1 Site Administration, ASB Advisor 1.5.2 Site Administration, all Staff 1.5.3 District and Site Administration 1.5.4 District and Site Administration	1.5.1 Slate of Officers and Reps, SSA, Rotary Interact, WEB 1.5.2 Faculty Meetings, Safety Training 1.5.3 PTA Meetings 1.5.4 Quarterly Publication from the City of San Marino available in office, Web site information
Indicator 1.6 – HMS sets appropriate standards for both students and adults to encourage caring and supportive interaction and a productive learning environment.	1.6.1 HMS encourages parents/guardians to become productively involved in the education of their children, especially through assisting with classroom activities and school-related functions. 1.6.2 HMS encourages parent participation in school and district	1.6.1 Site/district calendars, PTA 1.6.2 PTA, PTA Council, School Site Council, Enrichment Fund, Site Administration, ELAC 1.6.3 Site Administration and Staff 1.6.4 District Instructional Services, Site Administration, and Staff	1.6.1 Site Administrators and Staff, PTA, Parents 1.6.2 Site Administration, PTA, ELD staff 1.6.3 Site Administration, Staff 1.6.4 Site Administration, School Counselor, School Psychologist 1.6.5 Site Administration, Staff, PTA 1.6.6 Site Administration,	1.6.1 Volunteer sign-in sheet, Noontime Fun, Spring Musical 1.6.2 Meeting attendance rosters (District Safety Committee) 1.6.3 School to Home Communication (email, phone, parent/ student conferences, notes) progress reports

Objectives	Action Steps	Resources	Lead Person	Evaluation
	<p>advisory committees.</p> <p>1.6.3 HMS notifies parents/guardians as soon as possible when a child begins to exhibit academic or social problems.</p> <p>1.6.4 HMS provides conflict resolution training for students, parents and staff.</p> <p>1.6.5 HMS holds annual events that bring together students, parents and staff in a positive environment.</p> <p>1.6.6 HMS promptly returns calls and communications from parents, students and community leaders.</p> <p>1.6.7 Consistent discipline plan geared towards each individual's specific needs and/or behaviors. HMS encourages staff to implement alternative means of correction assigned in lieu of traditional means of discipline in order to address lessons in mindfulness, and character development.</p> <p>1.6.8 HMS addresses digital citizenship and safe use of technology. Educate students, staff, and parents to develop the knowledge and skills to effectively use digital technologies to communicate with others, participate in society and create and consume digital content.</p> <p>1.6.9. HMS encourages a positive school culture by establishing a wide variety of activities for students to participate in to increase connectedness.</p>	<p>1.6.5 PTA and Site Administration, Staff</p> <p>1.6.6 Site Administration and Staff</p> <p>1.6.7 Site Administration, School Counselor and Staff</p> <p>1.6.8 Site Administration and Staff</p> <p>1.6.9 Site Administration , School Counselor, Staff, Parent Volunteers, and Students</p>	<p>Staff</p> <p>1.6.7 Site Administration, School Counselor, and Staff</p> <p>1.6.8 District Technology Director, Site Administration and staff</p> <p>1.6.9 Site Administration, School Counselor, Staff, Parent Volunteers, and Students</p>	<p>1.6.4 Second Step classes, individual and small group sessions</p> <p>1.6.5 Back to School Night, Seasonal Programs, Musical, Orchestra and Band productions, Hauntington Breakfast, Open House, Noontime Fun, Career Week</p> <p>1.6.6 Phone log</p> <p>1.6.7 A decrease in office discipline referrals and an increase in students taking responsibility for their actions.</p> <p>1.6.8 Go Guardian and responsible web browsing by students.</p> <p>1.6.9 Rotary Interact, WEB SSA, ASB, JFL, Muslim Prayer Group, Mock Trial, Robotics, Chess, Speech and Debate, Science Olympiad, Math Team, Art and Music, Athletics</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Indicator 1.7 – HMS has mechanisms to support positive student character development	<p>1.7.1 HMS staff and administration implemented several programs to address character education, mistreatment, and conflict resolution. (WEB, Safe School Ambassadors)</p> <p>1.7.2 HMS works with the above parties to identify and review programs for character education and conflict resolution.</p> <p>1.7.3 The District and HMS develops criteria to assist in identifying students at-risk of being inappropriately aggressive.</p> <p>1.7.4 HMS provides staff training in dealing with student aggression, and encourages the sharing of effective ideas.</p> <p>1.7.5 HMS provides student training dealing with mistreatment and conflict resolution. (Second Step)</p> <p>1.7.6 HMS partners with parents of aggressive, at-risk students to promote positive behavior.</p> <p>1.7.7 The district and HMS work together to delineate potential racial and gender issues and plan for better understanding and tolerance.</p>	<p>1.7.1 District Administration and Site Administration</p> <p>1.7.2 District and Site Administration</p> <p>1.7.3 District and Site Administration, Psychologist, Counselor</p> <p>1.7.4 Dist. Instructional Services, Site Administration</p> <p>1.7.5 District Instructional Services, Site Administration, Psychologist</p> <p>1.7.6 Site Administration, Psychologist</p> <p>1.7.7 District and Site Administration, LACOE program resources, CHKS</p>	<p>1.7.1 Site Administration, Staff, School Counselor, ASB Advisor</p> <p>1.7.2 Site Administration, Staff, School Counselor</p> <p>1.7.3 Site Administration, Staff, Crisis Prevention Team</p> <p>1.7.4 District Instructional Services, Site Administration</p> <p>1.7.5 Site administration, Staff, School Counselor, Psychologist</p> <p>1.7.6 Site Administration, Staff, Psychologist</p> <p>1.7.7 Site Administration, Staff, Guest Presenters</p>	<p>1.7.1 WEB events, Safe School Ambassadors groups/meetings, JFL, Rotary Interact, Student Polls</p> <p>1.7.2 WEB, SSA meetings</p> <p>1.7.3 At-Risk Behaviors Checklist</p> <p>1.7.4 Professional Development Workshops</p> <p>1.7.5 Second Step lessons</p> <p>1.7.6 SST, IEP Meetings</p> <p>1.7.7 Distributed Materials, Professional Development training. JFL, Muslim Prayer Group, Chinese School, Rotary Interact</p>

Component:

At HMS, we take pride in open, honest relationships that promote a safe school environment for students. Parents, students, teachers, support staff (including a counselor and psychologist), and administrators play an active role in establishing and maintaining personalized relationships with students; the best safety plan for a school campus. We are committed to continual work together to develop clearer and easier avenues of communication for any of HMS community who feels they are in crisis. A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members including a law enforcement representative. Components required by Education Code 52012 and 52842 address the following goals:

Element:

Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Indicator 2.1 – HMS will have visible law enforcement, staff and parental presence.	2.1.1 HMS identifies routes used by children en route to and from school and encourages adult visibility, by community members, school staff and local law enforcement 2.1.2 HMS includes local law enforcement in regular meetings of the PTA and staff. 2.1.3 HMS implements policies and procedures to secure the school site during school hours. 2.1.4 HMS works closely with local law enforcement and district administration in responding to potential community threats to the safety of students, staff and parents. 2.1.5 The HMS Administration, School Site Council and/or Safety Committee annually inspects/reviews the facility and surrounding area to identify safety-related problem areas and makes suggestions for improvements	2.1.1 Local law enforcement, PTA, School Site Council, Safe Routes to School, City of San Marino 2.1.2 PTA, PTA Council, local law enforcement 2.1.3 Ed. Code 35294, Board Policies and Admin. Regulations 2.1.4 Ed. Code 35294, Board Policies and Admin. Regulations 2.1.5 Local law enforcement, District Administration, Site Administration	2.1.1 School Site Council, PTA, Administration, Safe routes to school, City of San Marino 2.1.2 Site Administration, PTA Board 2.1.3 Site Administration, District Maintenance and Operations 2.1.4 Site Administration 2.1.5 School Site Council, School Safety Committee	2.1.1 SSC minutes, PTA minutes, partnership with local businesses. 2.1.2 PTA minutes 2.1.3 Security fencing, security cameras, signage, staff supervision, adequate locks for gates and fencing. 2.1.4 Blackboard messages to school community and Catapult. 2.1.5 SSC minutes
Indicator 2.2 – HMS will provide students and staff with strategies to use when they feel threatened or in need of assistance.	2.2.1 HMS provides students and staff with strategies to use when threatened or harassed physically or emotionally. 2.2.2 HMS will provide information on how parents can help children respond to threats. 2.2.3 HMS engages outside assistance as	2.2.1 District Administration, Site Administration, School Counselor, School Psychologist, School Board Policy, Safe School Ambassadors 2.2.2 Site Administration, PTA 2.2.3 District Administration, local law enforcement	2.2.1 District and Site Administration, School Counselor, School Psychologist, Safe School Ambassadors Instructors, District Liaison 2.2.2 Site Administration 2.2.3 Site Administration, SMPD 2.2.4 Site Administration, Staff, ASB Officers and Representatives	2.2.1 Distributed Materials, training workshops (staff CPI and ALICE) 2.2.2 Web site resources, Constant Contact notices 2.2.3 SMPD Reports 2.2.4 PS Incident Log, Promoting the "See something, say something" motto, 2.2.5 Zero Tolerance

Objectives	Action Steps	Resources	Lead Person	Evaluation
	needed to deal with threats from non-Huntington Middle students. 2.2.4 HMS staff is proactive in resolving conflicts by listening to students, intervening at the earliest opportunity, and contacting parents. 2.2.5 A protocol is followed for handling child/child complaints of physical or emotional harassment.	2.2.4 District Administration, Site Administration 2.2.5 District and Site Administration	2.2.5 Site Administration, Staff	Policy
Indicator 2.3 – HMS will actively participate in district and community safety-related committees and provide feedback to on-campus groups.	2.3.1 HMS is represented at the District Safety Committee meetings. 2.3.2 HMS maintains staff and parent safety committees via Leadership and School Site Council. 2.3.3 HMS implements a process to meet with parents, students and staff to address safety and security issues. 2.3.4 School safety and security is a frequent agenda item at all appropriate staff and parent meetings.	2.3.1 District Safety Committee 2.3.2 Site Administration, Faculty, PTA, Emergency Action Plan 2.3.3 Site Council, Site Administration, District Administration 2.3.4 District and Site Administration	2.3.1 Site Administration, Staff representatives 2.3.2 Site Administration, PTA, Staff members 2.3.3 Site Administration, PTA, Staff, ASB 2.3.4 Site Administration, PTA	2.3.1 Meeting Minutes 2.3.2 Meeting Agendas, workshops, professional development 2.3.3 PTA Meeting Minutes, Staff Meeting Agendas, Assemblies 2.3.4 Faculty Meeting Agendas, PTA Minutes 2.3.4 Faculty Meeting Agendas, PTA Minutes, ASB Minutes
Indicator 2.4 – HMS will work cooperatively with community groups to create a crime-free and safe community.	2.4.1 HMS participates actively with the Partnership for Awareness community-wide effort. 2.4.2 HMS works with local law enforcement on crimes committed in the community by students during school hours, while traveling to and from school, and while at school related events and will include news disseminated by the San Marino Police Department. 2.4.3 HMS reports to	2.4.1 Partnership for Awareness 2.4.2 Site and District Administration, local law enforcement 2.4.3 Site administration, local law enforcement, SM City Council 2.4.4 Juvenile Court System	2.4.1 Site Administration, Staff, Partnership for Awareness 2.4.2 Site Administration, Representatives 2.4.2 Site Administration, SMPD 2.4.3 Site Administration 2.4.4 Site Administration, Staff	2.4.1 Partnership for Awareness Events 2.4.2 Police Log, Constant Contact, Blackboard announcements 2.4.3 We Tip hotline, Online incident reporting form 2.4.4 Files

Objectives	Action Steps	Resources	Lead Person	Evaluation
	<p>appropriate authorities any rumors pertaining to specific community crimes, gang activity, substance abuse, weapons violations, graffiti or other potentially serious violations.</p> <p>2.4.4 HMS obtains copies of and complies with pertinent judicial orders, especially regarding custody issues.</p>			

Component:

At HMS, we take pride in open, honest relationships that promote a safe school environment for students. Parents, students, teachers, support staff (including a counselor and psychologist), and administrators play an active role in establishing and maintaining personalized relationships with students; the best safety plan for a school campus. We are committed to continual work together to develop clearer and easier avenues of communication for any of HMS community who feels they are in crisis. A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members including a law enforcement representative. Components required by Education Code 52012 and 52842 address the following goals:

Element:

Goal #3: District programs and approved community resources are made available to students and parents.

Goal #4: Students, parents, staff, and community members effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Indicator 3.1 – HMS will maintain and provide to parents as appropriate a listing of local resources on violence prevention, youth services, health and family services and law enforcement services.	<p>3.1.1 HMS makes available to staff and parents a resource directory of community agencies.</p> <p>3.1.2 The releasing of information by the school is in accordance with all confidentiality laws.</p>	<p>3.1.1 Newcomers, Partnership for Awareness</p> <p>3.1.2 District Board and Policies Administrative Regulations</p>	<p>3.1.1 District, SIP and Site Office Staff, School Counselor, School Psychologist</p> <p>3.1.2 Site Administration</p>	<p>3.1.1 School website, Student Handbook, Fox Facts (Weekly HMS newsletter)</p> <p>3.1.2 Website</p>
Indicator 3.2 – HMS will participate in the student attendance review process and truancy and dropout prevention efforts.	3.2.1 HMS attendance office works closely with students, parents and staff in communicating attendance records and identifying attendance irregularities.	<p>3.2.1 Student attendance records</p> <p>3.2.2 District Board Policies & Admin. Regulations, SARB Manual</p>	<p>3.2.1 School Staff</p> <p>3.2.2 Site Administration</p>	<p>3.2.1 PowerSchool Reports</p> <p>3.2.2 PowerSchool Report, SART, SARB Meetings</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
	3.2.2 After repeated unsuccessful attempts at attendance remediation, the student issue is forwarded to the Student Attendance Review Team.			
Indicator 3.3 – HMS will advise parents of appropriate and available district resources.	<p>3.3.1 As a part of the parent conferencing process, the staff informs parents of available student and family programs.</p> <p>3.3.2 As a part of the Student Success Team process, the staff discusses with parents the district programs available to students who may require modifications pursuant to Section 504 or special education IEP's.</p> <p>3.3.3 HMS includes information on district programs in its newsletters and handbook together with contact phone numbers.</p>	<p>3.3.1 Awareness, Site Administration</p> <p>3.3.2 SST Procedures Manual, Section 504, IDEA regulations</p> <p>3.3.3 District Instructional Services, Health Services, PTA & PTA Council</p>	<p>3.3.1 Administration and Staff</p> <p>3.3.2 Study Team members, Site Administration, SAI Staff</p> <p>3.3.3 Site Administration, PTA</p>	<p>3.3.1 Huntington Middle School Fox Fax</p> <p>3.3.2 SST, IEP notes</p> <p>3.3.3 Fox Facts, Student Handbook, Directory</p>
Indicator 4.1 – HMS will provide an environment built on pride in the school and individual's contribution to its success.	<p>4.1.1 HMS plans events to highlight its role in and for the community.</p> <p>4.1.2 HMS implements campus beautification projects.</p> <p>4.1.3 HMS works with community organizations to recognize the successes and contributions of students and staff.</p> <p>4.1.4 HMS implements an award program to recognize student academic achievement.</p> <p>4.1.5 HMS plans events/programs that highlight diverse cultures, especially those that make up the school's community.</p> <p>4.1.6 HMS creates,</p>	<p>4.1.1 Staff, PTA</p> <p>4.1.2 PTA, Site Administration, District M&O</p> <p>4.1.3 SM City Council, Rotary, Chamber of Commerce</p> <p>4.1.4 Site Administration</p> <p>4.1.5 San Marino Chinese Club, Site Administration, PTA</p> <p>4.1.6 Fox Guide, Inner Explorer, Annual Theme</p> <p>4.1.7 Staff, PTA</p>	<p>4.1.1 Site Administration, Staff, Parent group</p> <p>4.1.2 Site Administration, Staff, Parent Volunteers, District M&O</p> <p>4.1.3 Site Administration, Staff</p> <p>4.1.4 Site Administration, Staff</p> <p>4.1.5 Site Administration, Staff, PTA</p> <p>4.1.6 Site Administration, Staff, School Site Council</p> <p>4.1.7 Site Administration, Staff, PTA</p>	<p>4.1.1 VAPA events, Back to School Night, Open House, Hauntington Breakfast</p> <p>4.1.2 Pole pads, tables, banners, more green space on athletic field, classroom furniture, faculty lounge upgrade, and Fox Den renovations.</p> <p>4.1.3 Mini Grant Awards, Masons' Most Improved Student Banquet, Founder's Day</p> <p>4.1.4 Academic Medallions</p> <p>4.1.5 Lunar New Year observance</p> <p>4.1.6 Daily Announcements, posters, alternative means of correction</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
	practices and enforces a code of ethics that affirms universal human values such as: trustworthiness, respect, responsibility, fairness, caring and citizenship. 4.1.7 HMS encourages classroom and school-wide displays featuring the work of all students			practices (Second Step), Good Citizenship Breakfast. PE Class lessons by site admin. 4.1.7 Open House, Reflections Art Contest, Office bulletin boards
Indicator 4.2 – HMS will effectively communicate with all constituencies.	4.2.1 HMS works with students, parents and staff to regularly update databases and emergency cards with current accurate information. 4.2.2 HMS responds promptly to all student or parent communication 4.2.3 HMS clearly communicates daily faculty and staff availability. 4.2.4 HMS and the SMUSD have adopted a Civility Policy and trusts all community partners, parents and staff will follow the policy to help maintain and promote a healthy communication.	4.2.1 Power School, district an school registration procedures 4.2.2 Computer technology, student and parent email, Telephone 4.2.3 District Human Resources Department, Fox Fax, HMS Web Site	4.2.1 District Technology Staff, School Office Staff, Staff, Parents 4.2.2 Site Administration, Staff 4.2.3 Site Administration, Staff	4.2.1 Power School Reports 4.2.2 Email, phone log 4.2.3 HMS Web site, Weekly Bulletin, Fox Facts, daily staff attendance reports
Indicator 4.3 – HMS will effectively plan for the success of everyone, using time efficiently to accomplish its goals.	4.3.1 HMS establishes expected student performance standards and students who fail to meet those standards will be appraised of alternatives. 4.3.2 Students who disrupt the orderly and timely process of learning will be referred for corrective action.	4.3.1 Fox Guide Online Handbook, SST Guidelines 4.3.2 Fox Guide Online Handbook	4.3.1 Site Administration, School Counselor, Staff 4.3.2 Site Administration, Staff	4.3.1 Parent/ teacher/ student conferences, SST Meetings 4.3.2 Power School Incident Log, Student Discipline referral form
Indicator 4.4 – HMS will provide effective leadership to address the challenges of racism, crime and violence on or	4.4.1 HMS holds parent/student conferences when problems associated with racism, gang	4.4.1 District Administration, Community Groups, Local Law Enforcement 4.4.2 District	4.4.1 Site Administration, Staff 4.4.2 Site Administration, Staff, SM Human Relations Commission	4.4.1 Meeting Notes, Power School Incident Log, Student Discipline Referral Form, Student Incident Reports

Objectives	Action Steps	Resources	Lead Person	Evaluation
around the school campus.	<p>activity, and/or violence occur on or around the campus.</p> <p>4.4.2 HMS mobilizes students, parents, staff members and community to define, confront, and resolve problems associated with racism, gang activity, and/or violence occur on or around the campus.</p> <p>4.4.3 HMS works closely with the local law enforcement to identify and address in a timely manner any gang related issues.</p> <p>4.4.4 Any incident that has any overtones of a "Hate Crime" involves contact with local law enforcement.</p>	<p>Administration, Community Groups, Local Law Enforcement</p> <p>4.4.3 We Tip Hot Line, District and Site Administration, SMPD</p> <p>4.4.4 We Tip Hot Line, District and Site Administration, SMPD</p>	<p>4.4.3 Site Administration, Staff, SMPD</p> <p>4.4.4 District and Site administration, SMPD</p>	<p>4.4.2 Meeting Notes</p> <p>4.4.3 Police Report, Meeting Notes</p> <p>4.4.4 Police Report, Meeting Notes</p>

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Huntington Middle School Student Conduct Code

DISCIPLINE PHILOSOPHY

All Huntington Middle School students have the right to live and learn in a safe, orderly, and clean environment. Students have the right to be respected and to have their property respected and protected. In order to safeguard these rights, students are expected to assume and fulfill equally important responsibilities. The Huntington Middle School staff believes that well-informed students will make good decisions, thereby avoiding the need for disciplinary or punitive consequences. Therefore, the primary focus of all disciplinary action is to correct the behavior/choice and provide education to select a more appropriate behavior/choice in the future. To that end, Huntington Middle School employs a variety of preventative, responsive, and corrective actions.

BEHAVIOR

Students are expected to behave in a way that reflects the values and morals of the school's mission, vision, and philosophy. HMS recognizes that students are responsible for their actions and behavior and are therefore accountable for the resulting natural consequences of inappropriate actions or behavior. HMS believes that all students and adults in the HMS school family should treat all persons equally and respectfully, and refrain from the willful or negligent use of slurs against any person on the basis of race, language spoken, color, sex, religion, disability, national origin, immigration status, age, sexual orientation or political belief. Students are also expected to actively support and assist the school in maintaining a campus free from drugs, alcohol, weapons and gang activity. HMS also recognizes the responsibility of the parents for the behavior of their children and actively includes them in the disciplinary process. The goal of our discipline program is to promote responsible decision-making, respect for other people and property, and pride in demonstrating the appropriate behavior. A key to successful discipline is communication and teamwork between the home and school. Student behavior must always demonstrate respect, promote safety, and be appropriate for school.

In the classroom, students should: be on time and in the appropriate area for each class when the bell rings; be courteous to teachers and other students; follow all classroom rules and teacher directions. At assemblies students should: be courteous and quiet from the time they enter the assembly; immediately come to order and pay attention to the speaker; applaud to show approval; follow all dismissal directions. At lunch time and in the cafeteria students should: eat and finish their lunch in the designated eating areas; wait patiently to buy their food, and follow the directions of adults on duty; not cut in line or hold places for other students; clean up after themselves, and not throw food or run in the designated eating areas; not be in classroom hallways, or in a classroom unless a teacher is present and has given permission; not be in any area where there is no adult supervision; not be involved in games of that are excessively physical or can be considered demeaning. On campus, students should: be courteous and respectful at all times, and greet visitors to the campus; be in approved and/or designated areas only; not chew gum; never ride bicycles, skateboards, or any wheel-based form of movement on campus; not use profanity, gamble, lie, fight, possesses inappropriate literature or material, or be involved in physically, verbally, socially, or emotionally abusing another; not litter. While attending field trips students should: follow all rules of being at school; be on their best behavior; pay strict attention to the directives of the moderator; not leave trash on the bus or at the field trip site; not antagonize or make fun of non-HMS people. At dances students: when requested, must, along with their parents, sign an agreement before he/she is allowed to attend a dance; should conduct themselves in the appropriate manner; may not bring non-HMS students to a dance; may not leave the dance unless accompanied by a parent. All students should be picked up within 15 minutes of the dance's end. Students not picked up promptly will be reported to the Principal or the Principal's designee and risk not being invited to future events. Physical Education Locker Room: Students may not store academic items in P.E. lockers; Students must be supervised by an adult at all times while in the Physical Education Locker Room; Students are not allowed in the locker room or gym during lunch or at breaks; There is to be no eating or drinking in any part of the Physical Education Locker Room at any time.

SEXUAL HARASSMENT

Sexual harassment means 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:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- 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.
- 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.

If a student, teacher, or other staff member believes that they have been victimized by sexual harassment:

- Contact the school's administration immediately.
- Document the time, date, witnesses, and description of the incident.

If you require additional information or would like to initiate the district's formal complaint process, you should contact the Assistant Superintendent at (626) 299-7000. You may also contact the Office of Civil Rights to explore your options. The deadline for filing a complaint with the Office of Civil Rights is 180 days after the occurrence of sexual harassment.

HATE SPEECH/VIOLENCE

Hate violence, harassment, teasing, threats, intimidation, hazing, or bullying including but not limited to; physical or mental disability, gender, nationality, race, religion or sexual orientation; and/or bullying including but not limited to in person, writing phone, other electronics, and websites.

BULLYING POLICY

"Bullying" means any physical or verbal act or conduct, including communications made in writing or by means of an electronic act directed toward a person that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a person in fear of personal harm or harm to property.

- Causing a person to experience a substantially detrimental effect on his or her physical or mental health.

- Causing a person to experience substantial interference with his or her academic performance.
- Causing a person to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Electronic act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or another wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, or image.
- A post on a social network Internet Web site, including, but not limited to:
- 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 above.
- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above.
- Creating a false profile for the purpose of having one or more of the effects listed above.

If a student, believes that they have been victimized by bullying:

- Contact the school’s administration immediately.
- Document the time, date, witnesses, and description of the incident.
- If you require additional information or would like to initiate the district’s formal complaint process, you should contact Dr. Gary McGuigan, Assistant Superintendent, at (626) 299-7000.

CHEATING

You are cheating if you: Copy, fax, or duplicate assignments that will each be turned in as “original.” Exchange assignments by print-out, disk transfer, or modem, then submit as “original.” Write formulas, codes, keywords on your person or objects for use in a test. Use of hidden reference sheets during a test. Use a programmed material in watches or calculators, when prohibited. Exchange answers with others (either give or receive answers). Take someone else’s assignment and submit it as your own. Submit material (written or designed by someone else) without giving the author/artist name and/or source. Take credit for group work, when very little contribution was made. Giving answers to another student for an assessment (in or out of the classroom). Copying or allowing another student to copy assignments. Do not follow additional specific guidelines on cheating as established by department, class, or a certain teacher. In assignments where the teacher specifically assigns a pair or group of students to work together, group members may share information, but individual students still have the responsibility for their share of the work. Students caught cheating will receive no credit on that assignment. Additionally, a student’s class citizenship grade may be lowered. Subsequent offenses will be dealt with more severely, in cooperation with Administration. The school-wide citizenship grade may also be lowered. Moreover, cheating may result in a “D” or “F” in citizenship, removal from elected positions and honorary organizations, the inability to participate in school activities, and similar consequences.

ELECTRONIC DEVICES

Electronic device use on the HMS campus is prohibited from the time a student arrives at campus until their final period teacher excuses them from their final period. Only under the direction of a campus adult may a student use any electronic device between those times. Students using devices, without expressed permission, may have them confiscated by any campus adult who must then turn them into the office. A parent(s)/guardian(s) or adult designee must then pick up the item at the end of the day. Continued violation of this policy can result in further disciplinary consequences.

DRESS CODE

We expect that students will act and dress in a manner appropriate to the school setting. Out of an abundance of caution and safety, students must wear shoes at all times. Sandals, slippers, and open-toed shoes pose a safety concern and are not allowed. Students may not wear see-through tops, tops exposing undergarments, low cut tops, excessively short skirts/shorts or bathing suits. Students may not wear clothes displaying drugs, hate speech, inciting violence, alcoholic beverages, tobacco, weapons or obscenities. Students may wear hats outside. Any student who is found to be out of dress code will be provided a set of PE clothing for use the remainder of the day. Continued violation of this policy can result in further disciplinary consequences.

HALLWAY BEHAVIOR EXPECTATIONS

Students are not to be in the halls before the first bell of the day. All students should wait in the quad area in the front of the school or the playground until the first bell rings. Students are not to be in the halls at Snack Break or Lunch without a pass from a teacher. Students are to walk in the hallways at all times and at no time can any form of transportation, other than walking be used.

TECHNOLOGY USE

Huntington Middle School makes every effort to integrate technology into every classroom. In addition to the Hutto computer lab, all classrooms are equipped with a set of Chromebooks that are frequently used during class time. Students are expected to use all technology responsibly. Damage caused by irresponsible behavior may lead to the student and his/her parent/guardian being held responsible for repairs. In order to use school-owned technology and to access the Internet while at school, students are required to sign and follow the SMUSD ACCEPTABLE USE AGREEMENT. Web/Internet electronic information services are now available to students and staff in the San Marino Unified School District via the SMUSD network. The District believes in the educational value of such electronic services and recognizes their potential to support its curriculum and student learning by facilitating resource sharing, innovations, and communication. The District will make every effort to protect students and teachers from any misuse or abuse of the Internet, however, families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While the intent is to offer Internet access to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from Internet access in the form of information resources and opportunities for collaboration exceed any disadvantages. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Violation of the acceptable use agreement provisions will result in denial of further Internet access and subject to disciplinary action, which may include citizenship grade drop, detention, and/or suspension.

Conduct Code Procedures

Normally the teacher is the first person to deal with a student if a problem occurs. The steps taken by the teacher before a student is sent to the office may include but are not necessarily limited to: discussing the incident and counseling the student, keeping the student in the class during the break, lunch, or after school for a conference, notifying the parents, holding a conference with the parents, and speaking with the administration.

If a student is referred to the office, administrative staff may work through some of the same steps and, when necessary, involve the parents in the process. Once administration is provided a behavior for the dispensation of corrective and/or disciplinary action, they are the sole decision makers. Our goal is to develop responsible, self-reliant individuals who have a strong sense of value and ethics. Students should have respect for themselves and others. Administration focuses on the use of alternative options for correction. Possible consequences can include but are not limited to: parent contact, parent conference, student conference, lunch duty, lunch detention, student contract, period suspension, in school suspension, parent attendance, or out of school suspension.

(J) Hate Crime Reporting Procedures and Policies

Hate crimes, including bullying and harassment, are strictly prohibited at HMS.

HATE SPEECH/VIOLENCE

Hate violence, harassment, teasing, threats, intimidation, hazing, or bullying including but not limited to; physical or mental disability, gender, nationality, race, religion or sexual orientation; and/or bullying including but not limited to in person, writing phone, other electronics, and websites.

BULLYING POLICY

"Bullying" means any physical or verbal act or conduct, including communications made in writing or by means of an electronic act directed toward a person that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a person in fear of personal harm or harm to property. Causing a person to experience a substantially detrimental effect on his or her physical or mental health. Causing a person to experience substantial interference with his or her academic performance. Causing a person to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school. "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or another wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following: A message, text, sound, or image. A post on a social network Internet Web site, including, but not limited to: 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 above. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. Creating a false profile for the purpose of having one or more of the effects listed above.

If a student believes that they have been the victim of a hate crime they can either: Contact the school's administration immediately. Either in person, by phone, or by email. Report and incident via the HMS Anonymous Incident Reporting Form Report a crime via WETIP. Inform any adult on campus. If, after any of those, a student requires additional information or would like to initiate the district's formal complaint process, you should contact the District at (626) 299-7000.

San Marino USD | BP 5131 Students

Conduct

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

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

Prohibited student conduct includes, but is not limited to:

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

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

6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other District employee, and at any other time directed by a District employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health.

10. Plagiarism or dishonesty on school work or tests

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

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

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a District employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

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

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

Bullying and harassment is prohibited. Bullying or harassment includes, but is not limited to, cyberbullying, intimidation, hazing or intimidation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites or other digital technologies using a phone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or co-curricular activities.

Based on Board Policy 5131 – Conduct.

Safety Plan Review, Evaluation and Amendment Procedures

San Marino Unified School District Comprehensive School Safety Plan 2014-2019 Senate Bill 187 Assurances

Huntington Middle School has a safe campus with an environment that is conducive to learning. The attached Comprehensive School Safety Plan is in compliance with the provisions required for Senate Bill 187, chapter 73 and the No Child Left Behind Act of 2001. This plan has met the following requirements: The attached Comprehensive School Safe Plan contains the required components required by Education Code 32280-32289. The School Site Council includes the following representatives: Principal and/or Assistant Principal, Teaching Vice Principals, SMTA certificated employee, CSEA classified employee, and other community members. The School Site Council consulted with law enforcement and fire agencies, the City of San Marino Disaster Representative, and the District Safety Committee when writing this plan. (NEMS). The School Site Council conducted a public hearing on to gain public input into the plan. Appropriate revisions were made. The School Site Council adopted the recommended School Safety Plan. A copy of the School's plan has been provided to San Marino Police Department, San Marino Fire Department, the Director of Maintenance & Operations, and the Superintendent or his designee. The Board of Education adopted the original plan on April 2015. It has been updated this year on April 2017. Information in the plan will be disseminated to all teachers, parents, and students.

Safety Plan Appendices

Emergency Contact Numbers

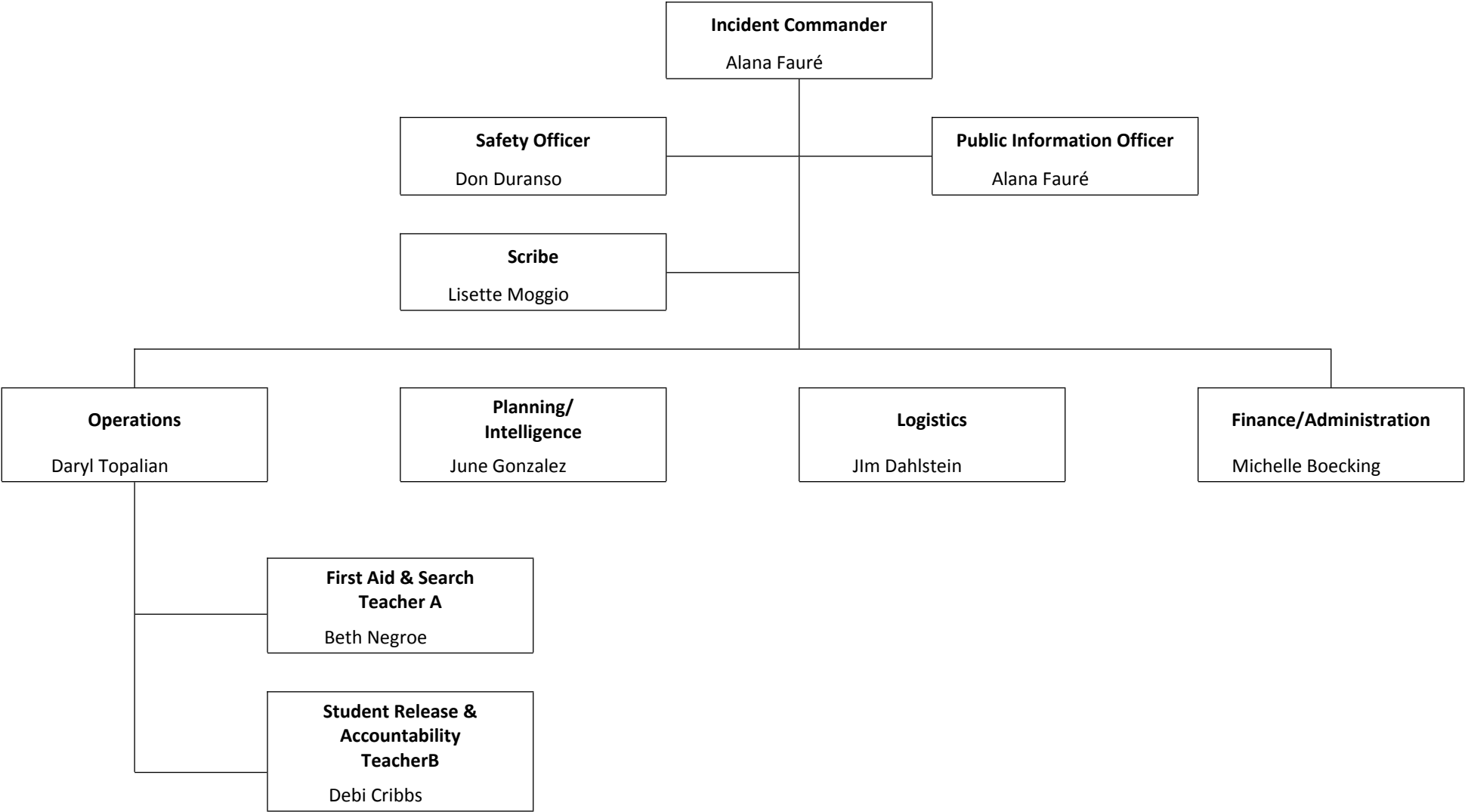
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	SMPD/Fire	911	(626) 300-0720, (626) 300-0735
American National Red Cross	Greater Los Angeles Area	(310) 445-9900	
Public Utilities	Southern California Edison	(800) 655-4555	
Public Utilities	Southern California Gas	(800) 427-2200	
Public Utilities	Sunnyslope Water Company	(626) 287-5238	
Public Utilities	Cal-Am Water Company	(888) 237-1333	
Other	Post Alarm	(626) 446-7159	
School District	San Marino Unified School District	(626) 299-7000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
3.0 Annual Updates 3.1 Assignments & Responsibilities 1. Section 9.0 of emergency plan 2. Update responsible persons & their titles in Section 8.1 a. Command Staff Assignments b. General Staff: Function Assignments c. General Staff: Branch Assignments d. General Staff: Team Assignments e. General Staff: Buddy Assignments 3. Update locations in section 8.3 a. Pre-designated Emergency Station Locations	Updated Annually	Emergency Action Plan
3.2 Emergency Supplies 1. Section 10.6 of emergency plan 2. Update Emergency Supplies inventory 3. Replenish any missing supplies, dead batteries, or expired items	Updated Annually	Emergency Action Plan
3.3 Demobilization & Post-emergency Procedures 1. Section 11.11 of emergency plan 2. Update the Staff Release Order List found in this section	Updated Annually	Emergency Action Plan
3.4 Maps 1. Section 12.0 of emergency plan 2. If changes were made, update the maps found in this section	Updated Annually	Emergency Action Plan
3.5 Emergency Contacts 1. Section 13.0 of emergency plan 2. Update individuals and contact information found on charts	Verified Annually	Emergency Action Plan
3.6 Student Information 1. Section 14.0 of emergency plan 2. Update list of students with medical needs 3. Update list of students' emergency card data 4. Update list of students with disabilities a. Ensure these students have special evacuation procedures established. if special assistance is required during an evacuation.	Securely maintained and Updated Annually	Emergency Action Plan
3.7 Documentation & Recordkeeping 1. Section 15.0 of emergency plan 2. Ensure the necessary records are properly maintained	Securely maintained and Updated Annually	Emergency Action Plan

Huntington Middle School Incident Command System



Incident Command Team Responsibilities

School sites responding to an incident shall utilize the functions, principles, and components of the Incident Command System (ICS), per California Code of Regulations, Title 19, Division 2, Chapter 1, §2405.

Incident Command System Functions

The five functions of the ICS are Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration. Individuals working under the Command function will be referred to as the Command Staff, while personnel assigned responsibilities under Operations, Planning/Intelligence, Logistics, or Finance/Administration will be referred to as the General Staff. Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. An individual can execute more than one function.

1. The Command Function is responsible for the directing, ordering, and controlling of resources by virtue of explicit legal, agency, or delegated authority. The function is composed of the Incident Commander (IC), Safety Officer, Public Information Officer, Agency Liaison Officer, and a Deputy Incident Commander. The IC position must always be filled. The IC remains responsible for all five functions of the ICS structure, which have not been formally activated. In addition to the primary ICS functions, the IC is also responsible for the Safety Officer, Public Information Officer, and Agency Liaison Officer positions, unless otherwise delegated. Depending on the severity of the incident, the IC may also activate a Deputy IC for support.
2. The Operations Function is responsible for the coordinated tactical response of all field operations directly applicable to or in support of the mission(s) in accordance with the Incident Action Plan. This is the most complex and primary established function.
3. The Planning/Intelligence Function is responsible for the collection, evaluation, documentation, and use of information about the development of the incident, and the status of resources.
4. The Logistics Function is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.
5. The Finance/Administration Function is responsible for all financial and cost analysis aspects of the incident, and for any administrative aspects not handled by the other functions.

Incident Command System Principles

1. The system provides for the following kinds of operation: single jurisdictional responsibility/single agency involvement, single jurisdictional responsibility with multiple-agency involvement, and multiple-jurisdictional responsibility with multiple-agency involvement.
2. The system's organizational structure adapts to any emergency or incident to which emergency response agencies would be expected to respond.
3. The system shall be applicable and acceptable to all user agencies.
4. The system is readily adaptable to new technology.
5. The system expands in a rapid and logical manner from an initial response into a major incident and contracts just as rapidly as organizational needs of the situation decreases.
6. The system has basic common elements in organization, terminology and procedures.

Incident Command System Components

1. Common terminology is established in regards to common titles for organizational functions, resources, and facilities within ICS.
2. Modular organization is established by which the ICS organizational structure assignments are activated based upon the kind and size of the incident (top down command).
3. Unified Command.
4. Action plans identify objectives, determine strategies, identify tactical and support activities required, and establish an operational period time frame for completion.
5. The manageable span-of-control for any assigned Chief, Director, or Supervisor is established to be between 3-7 personnel

6. Pre-designated incident facilities are identified (Incident Command Post, Student evacuation site, offsite evacuation site, First Aid Station, Emergency Supplies location, Communication Center, etc.). The determination of the kinds and locations of facilities to be used will be based upon the requirements of the incident.
7. Comprehensive Resource management is established to identify, group, assign, and track resources.
8. Integrated Communication is managed through the use of a common communication plan and an incident-based communication center established for the use of tactical and support resources assigned to the incident.

UNIFIED COMMAND

Unified Command is a structure used during incidents consisting of Incident Commanders from various jurisdictions or agencies operating together to form a single command structure. It allows all agencies with geographical, legal or functional responsibility to manage an incident by establishing a common set of objectives, strategies, and a consolidated Incident Action Plan. Under a Unified Command system, a single Operations Chief is assigned. The Operations Chief position is filled by the most qualified and experienced person available.

The use of a Unified Command is a valuable tool to help ensure a coordinated multi-agency response. A Unified Command assures agencies do not lose their individual responsibility, authority, or accountability. When appropriate, a Unified Incident Command System will be established in conjunction with the school's Incident Commander and responding agencies' Incident Commander(s) to form a unified team in which Incident Commanders within the Unified Command make joint decisions, speak as one voice, integrate general staff, and develop a single Incident Action Plan.

Unified Command is an important component of the required ICS, per California Code of Regulations, Title 19, Division 2, Chapter 1, §2405 (a)(3)(C-D) .

Advantages of using Unified Command

1. One set of objectives and strategies are developed for the entire incident.
2. All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
3. Duplicative efforts are reduced or eliminated, thereby reducing cost, frustration, and potential conflict.

Command Staff Responsibilities

Incident Commander:

- Direct the overall emergency response and make final decisions
- Activate School Emergency Plan and Incident Command System
- Establish and set up an Incident Command Post
- Establish, set up, and manage a Communication Center
- Initiate Common Communication Plan & maintain communication with District Level EOC to provide district with site specific status report
- Develop Incident Action Plan which identifies objectives, determines strategies, identifies tactical and support activities required, and established an operational period time for completion.
- Set plan priorities and control actions undertaken by staff
- Ensure all available master keys are brought to the Command Post
- Ensure student emergency cards are taken to Command Post during an evacuation
- Determine which special assignments require substitute or additional personnel and assign from those available at the field.
- Initiate student release procedures (when it is safe to do so)
- Release teachers as appropriate during demobilization using the Staff Release Order Plan (found in the Demobilization section of this plan).
- Declare end of emergency—initiate recovery if appropriate
- Remain in charge of your campus until redirected/released by superintendent of schools or relieved by fire or law enforcement incident commander
- Ensure staff and students are properly instructed and trained in assignments and emergency procedures

Deputy Incident Commander:

- Assist the Incident Commander by initiating response strategies, response team coordination, and communication

Safety Officer:

- Assess emergency or threat and impact to students, staff, school property and surrounding community
- Monitor safety conditions of incident
- Assures the health and safety of students and staff

Public Information Officer:

- Coordinate communication with the district for the public, stakeholders, and news media
- Supervise telephones and monitor radio emergency broadcasts

Agency Liaison Officer:

- Notify appropriate governmental agencies if necessary
- Serve as point of contact for representatives of other involved local agencies, organizations, or private sector parties to provide input on policies, resource availability, and other incident related matters

General Staff Responsibilities: Function Chiefs

Operations Chief:

- Manage on-scene tactical operations to accomplish corrective action and the objectives established by the IC's action plan
- Supervise and direct activities of all personnel assigned under the Operations Function
- Report to the Incident Commander
- Coordinate Search and Rescue
- Coordinate Medical First Aid
- Coordinate Evacuation Area
- Coordinate Campus Security
- In conjunction with the Evacuation Area Director and the Search & Rescue Director, account for staff and student attendance and identify all missing individuals using the compiled attendance reports & search and rescue team findings.
- Relay reported missing students to Sweep Teams
- Make sure teams have the necessary supplies to perform tasks
- Reassign staff as needed
- Schedule breaks and back-ups for staff

Planning/Intelligence Chief:

- Collect all information pertinent to documenting the incident
- Analyze information for potential impacts or changes
- Document and update status reports
- Manage and update status boards
- Disseminate incident related information to the Incident Commander
- Prepare necessary written reports

Logistics Chief:

- Meet service and support needs of the incident by managing and distributing general emergency supplies, equipment, food, first aid supplies, volunteers, etc.
- Open Emergency Supplies container
- Delegate help for setting up the Incident Command Post (if needed)
- Delegate help for setting up any necessary emergency stations
- Sign in volunteers and assign to various sections needing assistance
- Determine whether additional equipment, supplies or personnel need to be requested from the District EOC
- Make arrangements for transport of supplies and lodging of personnel
- Report to the Incident Commander

Finance/Administration Chief:

- Analyze all financial and cost analysis related to the incident
- Document all expenses related to emergency

- Document all personnel time as pertinent to emergency (number of hours with description of activities performed)
- Report to the Incident Commander

General Staff Responsibilities: Search & Rescue

Search & Rescue Director:

- Report to Operations Chief
- Supervise, organize, and direct Search and Rescue Teams
- Maintain communication with Search and Rescue Teams
- Consult with Operations Chief regarding any known missing persons obtained from the attendance reports submitted by Teachers
- Act as a check-in point for reporting missing Staff or Students
- Keep records on Search & Rescue Team incident reports

Search & Rescue Team(s):

- Report to Search & Rescue Director
- Search assigned areas following search & rescue procedures
- Complete a systematic sweep of designated campus areas for missing, trapped, or injured staff and students if the situation safely permits
- Complete maps and mark doors
- Identify the location of trapped/injured persons
- Assist injured persons to the Medical First Aid station

General Staff Responsibilities: Medical First Aid

Medical First Aid Director:

- Report to Operations Chief
- Supervise, organize, and direct Medical First Aid & Morgue Teams
- Initiate Triage/Medical First Aid area set up
- Triage injured persons
- Maintain an updated list of students with allergies, in need of daily medication, or special medical needs

Medical First Aid Team(s):

- Reports to Medical First Aid Director
- Set up Triage/Medical First Aid area
- Retrieve Medical First Aid supplies from Logistics Emergency Supplies Team
- Provide first aid to injured persons

Morgue Team:

- Reports to Medical First Aid Director
- Set up Morgue Area location
- Move deceased to morgue area
- If possible, identify and cover deceased

General Staff Responsibilities: Evacuation Area Supervision & Release

Evacuation Area Director:

- Reports to Operations Chief
- Supervise, organize, and direct the Parent Check-in Gate Team, Student Check-out Team, Student Release Team & Staff Buddy Assignments
- Manage and coordinate Evacuation Area supervision
- Collect attendance reports from all Teachers at the Evacuation Area
- Immediately communicate with the Operations Chief and Search & Rescue Director any reported missing students or staff
- Evacuate with an extra set of student schedules (properly grouped alphabetically)
- Bring emergency release forms (may be stamps, stickers, or documents depending on the site)

Parent Check-in Team(s):

- Organize and control the parent check-in area

- Receive parents at the check-in station where they will indicate which student(s) they are to pick up.
- Ensure students are only being released to adults listed on emergency cards
- Organize and control student release by calling student names over the portable speaker system or sending runners to retrieve the student.

Student Check-out Team(s):

- Go to your assigned alphabetical grouping area and help check-out students
- Check the emergency release authorization card to be sure that the student is authorized to leave with whoever is there to pick him/her up.
- Students who are 18 may sign themselves out..
- 18-year-old students may sign out their younger siblings.
- Any adult named on their emergency cards must sign out students who do not fit into the above categories.

Authorized Student Release Gate Team(s):

- Verify students have properly checked out before allowing them to exit.
- Students without proper proof of Check-out must be redirected back to the Student check-out station.

Staff Buddy Assignments (Teachers):

- Reports to Evacuation Area Director
- Engage in Staff Buddy Assignments (check-in with Buddy)
- If buddy is incapacitated, inherit responsibility of their students
- Evacuate and escort students to assemble in the designated Evacuation Area (if required by incident)
- Complete an attendance report for both classrooms (take roll of students and note missing students, staff buddies, or other staff)
- Submit the attendance report to the Evacuation Area Director adjacent to the Incident Command Post.
- Submit any observed room damage to the Evacuation Area Director
- Supervise classroom students at Evacuation Area, help manage the evacuation area, or report to IC Post for additional tasks, if needed.
- Provide reassurance and support to students

General Staff Responsibilities: Campus Security

Campus Security Director:

- Reports collected data to Operations Chief
- Supervise, organize, and direct the Security Team and Utilities Team
- Conduct or Initiate a property damage assessment

Security Team(s):

- Reports to Campus Security Director
- Maintain a safe and secure campus environment
- Secure and manage gates
- After search & rescue missions are complete, lock or control access into buildings
- Place yellow caution tape around areas deemed unsafe

Utilities Team:

- Reports to Campus Security Director
- Carry out process of evaluating and shutting off utilities (water, gas, electric) if needed
- Determine presence of fire or other hazard – resolve with help of volunteers if able to do so
- Assess damage to buildings and communicate findings to the Campus Security Director

General Staff Responsibilities: Emergency Supplies

Emergency Supplies Team (Logistics):

- Reports to Logistics Chief
- Open Emergency Supplies container and gather necessary supplies/equipment for distribution
- Set up microphone on stand at Parent Check In.

General Staff Responsibilities: Unassigned Staff

Unassigned Staff:

- Staff lacking an established Assignment must report to the Incident Command Post for further instruction

Emergency Preparedness

Methods for Reporting Emergencies

For the purpose of reporting emergencies, in case of a fire, emergency, or disaster, the following reporting methods may be used:

1. School Alarm System
2. Public Address System
3. Staff Two-way Radios
4. Telephones (emergency telephone numbers are posted adjacent to phones)

Alarm System

The school alarm system provides warning for necessary emergency action. Temporal tone signals and Voice Announcement alarms are capable of being perceived above ambient noise. The set fire alarm is distinctive and recognizable as a signal to evacuate. The standard audible emergency evacuation signal established consists of repetitive 4.0 second cycles (0.5 second "on," 0.5 second "off," 0.5 second "on," 0.5 second "off," 0.5 second "on," 1.5 seconds "off").

Alarm System Maintenance & Testing Requirements

1. Alarm systems are maintained in operating condition.
2. Alarm systems are tested at least annually for reliability by properly trained persons in the designed operation.
3. Alarm system power supplies are maintained or replaced as often as is necessary.
4. Fire alarm signal will be sounded not less than once every calendar month (Education Code, Section 32001).

Staff Training Requirements

To ensure the school and its staff are prepared to implement the School Emergency Plan and take action during an incident the training requirements in this section are met. Staff receives the appropriate level of SEMS training; Level of training will depend on staff member's potential assignment during an emergency response. All assigned Officers, Chiefs, Directors, and staff members are trained before implementing the program.

SEMS Training Requirements:

1. The SEMS training provided to maintain personnel's minimum training competencies uses the SEMS "Approved Course of Instruction (ACI)" as the basis for their training programs.
2. Staff SEMS training and performance is maintained and demonstrated by the:
 - Completion of level-appropriate SEMS training
 - Execution of drills that incorporate performance objectives into exercises

Emergency Plan Training Requirements:

1. The school shall designate and train a sufficient number of persons to assist in the safe and orderly emergency evacuation of employees, students, and visitors.
2. The school shall advise employees of his/her responsibility under the plan when the plan is developed and whenever responsibilities or actions under the plan have changed.
3. Employer shall review with employees those parts of the plan which will be of aid in the event of an emergency. This includes, but is not limited to:
 - Individual assignments and responsibilities
 - Emergency procedures
 - Location of emergency equipment & supplies
 - Location and operation of manually activated alarm systems
 - Location and operation of communication equipment

Practice Drills

To ensure staff and students are knowledgeable and prepared to implement the School Emergency Plan the following required practice drills are conducted as indicated throughout each school year.

Earthquake Practice Drills:

1. Practice of drop and cover procedures are held once each school quarter in elementary and once a semester in secondary schools.
2. During the drill each pupil and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms, and the back to the windows.
3. Drills are conducted following the established Earthquake Procedures of this plan.

Fire & Evacuation Practice Drills:

1. Fire alarm signal must be sounded not less than once every calendar month.
2. Fire drills are established and conducted at least once every month at the elementary level, at least four times a year at the intermediate levels, and at least two times a year at the secondary school level.
3. During the drill each pupil and staff member implements and practices the established Evacuation Procedures of this plan.

Lockdown Practice Drills:

1. Lockdown drills are conducted twice a year.
2. Drills may include responses to suspicious items or persons, hazardous material incidents, bomb threats, and shooting incidents on or near school grounds.
3. Drills are conducted following the established Procedures of this plan.

Annual Schedule for Emergency Practice Drills

All dates are subject to change or cancellation. In the event of a reschedule, I will get word out as soon as possible.

August 21, 2019 Fire Drill	
September 17, 2019 Lockout Drill	
October 17, 2019 Earthquake Drill (Shakeout)	
November 13, 2019 Fire Drill	
December 13, 2019 Lockout Drill	
January 22, 2020. Lockdown Drill	
February 12, 2020. Fire Drill	
March 24, 2020. Lockout/Lockdown Drill	
April 16, 2020 Earthquake Drill	
May 105 2020. Fire Drill	

Staff Release Order Determination

After an incident, staff members will be released from their emergency response duties according to this established release order.

Staff Release Order Plan:

1. Hold staff meeting and determine the release order
 - Determine this during the first staff meeting using the “Staff Release Determination Form.”
 - The principal will keep the release order list in the Demobilization Procedures section of the emergency plan
 - List will be updated annually.

EMERGENCY RESPONSE PROCEDURES

In order to best prepare for the unexpected, the procedures established in this section have been developed for the safety of our students and staff.

Reporting an Incident

Typically, incidents involving a school will come to the attention of a faculty or staff member by observation or telephone notification. Emergency phone numbers will be posted adjacent to telephones, at employee notice boards, and/or at relevant conspicuous locations. The individual discovering or receiving information regarding an incident will do the following:

1. Notify the local emergency responders. The number is 911.
2. In case of a fire, activate fire pull alarm.
3. To activate the Incident Command System, notify the Incident Commander (Principal) and provide them the following information:
 - Your name
 - Nature of incident
 - Location of incident
 - Severity of injuries or property damage
 - Call back telephone number
4. The Incident Commander/Command Staff will sound the necessary alarms or voice announcements and notify the district EOC.
5. Take action to protect students, faculty, staff, and property. Immediate actions may include:
 - Moving people away
 - Isolating and securing the area
 - Providing assistance as needed to students and personnel
 - Directing public safety responders to the scene

Common Communication Plan Procedures

When emergencies occur, communication is critical to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below are systems and methods as to how emergency communication may be conducted:

Communication hardware and systems available:

1. Telephones/Cell phones
2. Public address system
3. Two-way radios
4. Blackboard Call & Email Program
5. E-mail
6. Runners

The following individuals will have two-way radios:

1. Incident Commander
2. Operations Chief
3. Sweep Team leaders
4. Custodians
5. First Aid Station
6. Evacuation Area Director

Communication Center Set-up Procedures:

1. Pre-designated Communication Center location is subject to change, and may be dependent upon incident.
2. Communication Center location should be established within close proximity of the Incident Command Post.
3. The Command Staff will be responsible for setting up and operating the Communication Center during an incident.
4. The Command Staff will be responsible for contacting the District EOC and emergency responders (if necessary).

Internal Communication during an Incident:

1. Maintain an open telephone line for communication. Limit classroom telephone use to emergencies only.
2. The site's public address system may be used for communication and announcements.
3. Internal two-way radio communication will be available on the site's designated Channel.. Radios are available in the main office.
4. During a lockdown, communication will take place via email, Google docs, telephone & radio.
5. During a lockdown with an immediate threat from an armed individual, cell phones will be silenced.
6. Runners may be used as an alternate communication option, based upon the incident.

External Communication during an Incident:

1. Communication between the Command Staff, District EOC, and local emergency responders will take place via telephone or two-way radios.
2. Incident Command Staff will use channel 1 when communicating with the District EOC via two-way radio.
3. The Command Staff will process incident information through the superintendent or designated District EOC personnel in order to notify persons outside of the school of an existing emergency and the immediate action to be taken, if any.
4. All staff members are asked to refer inquiries and visitors to the Command Staff, or designated authority.

During an incident, families will be contacted through the Blackboard system and/or mobile app for information on school closure, Family Reunification Center, student release, assembly areas, etc.

Site Specific Emergency Procedure

Emergency Response and Crisis Plans detail all site specific emergency procedures, and are updated annually. Teachers and Staff are trained annually. Drills and faculty meetings provide opportunities for ongoing practice and evaluation of procedures.

Types of Emergencies & Specific Procedures

Aircraft Crash

In the event of an explosion or crash, the blast will be the initial signal of the emergency. If early warning is available, the Principal will notify the classrooms. Immediately after an explosion or crash the following procedures shall be followed:

1. If possible, **DUCK AND COVER** under a desk or table. Move away from windows, doors, and shelves.
2. Following an explosion or crash, notify administration or if administrator is not available, obtain outside line, then phone "911".
3. The alarm bell will sound, and students and staff will evacuate or stay in the buildings, depending on the circumstances. Teachers will escort their students to the designated assembly area and take attendance. Teachers may be asked to report any attendance discrepancies to the administration, depending on the nature of explosion.
4. Do not reenter any building or classroom, until authorized by the Principal, or designee and the fire department.

Bomb Threat/ Threat of violence

Immediately after receiving a bomb threat the following procedures shall be followed:

1. If a bomb threat is called to the school, make every attempt to keep the caller on the phone as long as possible to gain information. Try to determine the sex and age of the caller. Try to have the caller tell you the exact location of the bomb and the time of threatened detonation.
2. The Command Staff will immediately notify Police Department and the District EOC.
3. The Police Department may not send units to the school at this point, but will automatically notify the Fire Department to stand by.
4. If the location of the suspicious object is not known, **STUDENTS WILL REMAIN IN THE CLASSROOMS**. Teachers should move students to the center of the room. If possible, have the students stay low and take cover under a sturdy object (desk).
5. The Principal, in conjunction with law enforcement, will make the decision to evacuate the buildings.
6. **SWEEP TEAM**: Staff will be asked to volunteer for the Sweep Team. Sweep Team members will report to the Incident Command Post.
 - a. Sweep Team members will be paired up and assigned a region of the campus to search.
 - b. Principal will coordinate with police to supervise Sweep Teams.
 - c. Upon completion of sweep of assigned areas, sweep team should report back to Incident Command Post to report.
7. Students and staff will return to the buildings only when they have been cleared by law enforcement and the Principal or designee has authorized the reoccupation and return to class upon hearing the **ALL CLEAR** bell, which is one long, continuous ring.

Reunification and Release Procedures

Campus Security & Utilities Teams will assign a Team Leader and report all activity and incident information to the Campus Security Director. The Campus Security Director will report to the Operations Chief. During an incident the following procedures will be followed:

Campus Security Procedures

1. Visually assess campus for fires & damage.
2. Open **designated gates** for parent ingress and egress and help set up tables.
3. Keep log of activity and assessments.
4. Maintain communication with the Campus Security Director regarding additional need for personnel to fight a fire or resolve other hazards if possible.
5. Determine the need for personnel to guard buildings or use yellow caution tape to close off access.
6. Unlock and secure the designated exit for use by Emergency Responders and their vehicles.
7. Survey building for structural damage and report damaged areas.

Utilities Team Shutoff Procedures

1. The District EOC will deploy Maintenance & Operations teams to the school site during an emergency. All technicians are familiar with each site and its utility shut offs. In addition, the Day and Night Custodians at each site have been instructed in who to report to, where the shut off locations are, and where to find the tools.
2. If needed, shut off the necessary Utilities. See map for specific locations.
 - Gas: Can be turned off at each meter using the crescent wrench provided at each site to turn the valve into the shut off position.
 - Electrical: Electric service can be shut off at the disconnect switch at each main panel.
 - Water: Water can be shut off at the main valves using the 2 inch square water key provided at each site.
 - Alarms: Can be temporarily disabled by calling the monitor before each drill
 - Post Alarm: Call (626) 446-7159.

***The shut off tools are kept on-site in the Emergency Bin Containers. In addition, each of the Maintenance & Operations work trucks are equipped with these tools.**

Site Specific Emergency Campus Security Procedures

Emergency Response and Campus Security Procedures detail all site specific procedures, and are updated annually. Teachers and Staff are trained annually. Drills and faculty meetings provide opportunities for ongoing practice and evaluation of procedures.

Chemical or Hazardous Material Exposure Procedures

In the event of a chemical, hazardous material, or biological attack it is highly unlikely that the dangerous materials will be detectable by sight, smell, or taste. The Principal or designee will notify classrooms and teachers in the event of such an emergency. Immediately after knowledge of exposure the following procedures shall be followed:

1. If a hazardous material incident, a chemical material incident, or a biological weapons incident occurs, **STAY INDOORS**. Do not attempt to evacuate the buildings.
2. **SHUT ALL DOORS AND WINDOWS**. Use duct tape (from emergency bags) to seal off all seams on the doors and windows.
3. **CONTACT ADMINISTRATOR OR CLERICAL ASSISTANT WHO WILL CONTACT APPROPRIATE MAINTENANCE TO TURN OFF THE HEATER/AIR CONDITIONERS**.
4. Remain in the sealed rooms and follow all instructions given by the Principal, or designee, and Fire/San Marino Police Departments until the emergency is over.

Demobilization & Post-emergency Procedures

Demobilization Procedures:

1. Be sure staff members understand that as a government employee they are required to stay on campus and provide assistance for up to 72 hours if they are needed. Emphasize the need to make arrangements with their families in case this occurs.
2. After completing assignments, staff members are required to check-in with their superior or the Incident Command Staff to await a second assignment or approved dismissal.
3. Staff members will be released according to the established Staff Release List.
4. Develop an after action report for any emergency response due to a declared local emergency for which the governor proclaims a state of emergency, and submit it to the District EOC. The report shall include a review of the response actions taken, application of SEMS, suggested modifications to SEMS, necessary modifications to plans and procedures, identified training needs, and recovery activities to date.
5. The District EOC will then review and submit the after action report to the Office of Emergency Services (OES) within 90 days of the close of the incident period.
6. Conduct a post-incident performance debriefing meeting to discuss incident response actions and determine areas of improvement.

Earthquake

Prior to Earthquake

1. Please discuss all our emergency procedures with students as soon as possible.
2. Maintain evacuation backpack and clipboard in a visible and easily accessible location adjacent to the evacuation exit.
3. Know your evacuation route and ensure evacuation maps are posted at exit(s).
4. Participate in practice drills and maintain knowledge of emergency procedures.
5. Ensure tall furnishings are secured to the walls to prevent them from falling on individuals and potentially obstructing exits or walk paths.
6. Do not store unsecured heavy items above 72 inches.
7. Maintain exits free from obstructions.

During An Earthquake

1. The teacher or other staff member will shout the command, "Drop!"
2. The students are to "Duck, Cover and Hold."
3. If inside the school building students and school employees shall:
 - Get under equipment (desks, tables, etc.) where available.
 - Drop to your knees with your back to the windows and your knees together.
 - Clasp both hands firmly around the legs of a table or a desk; if this equipment is not available clasp your hands firmly behind your neck.
 - Remain in this position until a staff member says the emergency is over.
 - The instruction on what to do next will depend on the good judgment of the teacher/staff member.
4. If students and staff are outside of the school building during an Earthquake:
 - Move away from building, overhead electrical wires and stay away from objects that might fall during an Earthquake.
 - Drop to your knees and clasp your hands firmly behind your neck to protect your head.
 - Wait for shocks to subside.

After an Earthquake

1. Evaluate the classroom situation.
2. If safe, have students line up outside of the classroom.
3. **Leave the lights as they were prior to the earthquake.** Do not turn them on or off, especially in rooms where natural gas lines exist.
4. Leave doors opened and unlocked so that the sweep teams can check rooms for missing students.
5. Triage and stabilize students (30 seconds maximum per student) who are unable to follow your directions or have severe/life threatening injuries (Airway, Bleeding and Shock). **REMAIN WITH INJURED STUDENT. NEVER LEAVE A STUDENT UNATTENDED.**
6. Escort the students including mobile injured students (by the safest route) to the Evacuation Area. Be careful not to aggravate any injuries. Take mobile injured students to the Medical First Aid Area.
7. Evacuate with your emergency evacuation backpack and clipboard.
8. Complete an attendance report (take roll when you arrive in the Evacuation Area). Report any missing persons, injured persons left behind, individuals taken to First Aid, and room damage to the Evacuation Area Director.
9. Supervise students at the Evacuation Area or report to the Incident Command Post as designated for your assigned job responsibility.

Explosion or Risk Of Explosion

In the event of an explosion or crash, the blast will be the initial signal of the emergency. If early warning is available, the Principal will notify the classrooms. Immediately after an explosion or crash the following procedures shall be followed:

1. If possible, **DUCK AND COVER** under a desk or table. Move away from windows, doors, and shelves.
2. Following an explosion or crash, notify administration or if administrator is not available, obtain outside line, then phone "911".

3. The alarm bell will sound, and students and staff will evacuate or stay in the buildings, depending on the circumstances. Teachers will escort their students to their designated location and take attendance. Teachers may be asked to report any attendance discrepancies to the administration, depending on the nature of explosion.
4. Do not reenter any building or classroom, until authorized by the Principal, or designee and the fire department.

Fire on School Grounds

Each classroom and facility on the campus has a functioning fire extinguisher and a manual pull switch to activate the fire alarm. In addition, evacuation routes are clearly posted by the exits in each classroom. For the protection of all occupants of the building, in case of a fire or disaster, the following evacuation procedures have been established:

1. The set alarm is distinctive and recognizable as a **signal to evacuate**. The evacuation alarm signal established consists of repetitive 4.0 second cycles (0.5 second "on," 0.5 second "off," 0.5 second "on," 0.5 second "off," 0.5 second "on," 1.5 seconds "off").
2. Order a verbal evacuation if the fire alarm does not sound.
3. Notify emergency responders, **Call 911**.
4. Notify the superintendent.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should **clear the building immediately**. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In case of FIRE ONLY, close the doors upon evacuating.
10. **Teachers will take their roll books and emergency bags** to the evacuation site, **take roll**, and complete an attendance report. Teachers will submit report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Director.
11. If an emergency evacuation occurs when you are in the corridors, join the nearest class in leaving the building and then report to your designated Evacuation Area.
12. If an exit is barricaded, then the next nearest exit should be used.
13. The Utilities Team shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
14. The Command Staff will take the student emergency forms to the Evacuation Area.
15. Notify students and staff if and when it is safe to return to the school site and/or building under the direction of the Fire Department and in consultation with the Superintendent or designee.
16. If it is unsafe to return to the building, students will be supervised and release procedures will be initiated.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station. In the event of a flood, the following guidelines should be followed as much as possible:

Incident Commander

1. Determine if evacuation is required.
2. Notify District Superintendent or District Office of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.
3. Instruct on the means of which students will be evacuated to a safer location. Other guidelines should be kept in mind if students are going to be transported by buses or cars.
4. Post a notice on the office door stating where the school has relocated and inform the District Office.
5. Monitor local radio and television stations for flood information.

6. Notify District Superintendent of school status and action taken.
7. Delegate a search team if students or staff have been determined to be missing.
8. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

General Staff:

1. If warranted, evacuate students using evacuation plan.
2. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
3. Teachers will supervise egress from the classrooms into the designated Evacuation Area according to the established Emergency Evacuation Routes marked on the maps posted in every classroom and office.
4. Teachers will take their roll books to the evacuation site, take roll, and complete an attendance report.
5. Teachers will submit report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Director.
6. If students or staff have been determined to be missing, a search & rescue team will conduct their duties.
7. Follow the Student Request and Release Procedures if school dismissal is warranted by the District Office.

Students and staff will be notified if and when it is safe to return to the school site and/or building under the direction of emergency responders and in consultation with the Superintendent or designee. Do not return to school building until it has been inspected and determined safe by property authorities.

High Heat & Heat Illness Procedures

In the attempt to control, reduce, and promote awareness of heat-related illness during high heat the following procedures have been developed. District personnel are expected to exercise decisive awareness and implement precautions that pertain to heat-related illness and hydration during any school activity.

Heat Illness Prevention

In the aim of protecting against heat-related illnesses the following preventative methods have been established.

Method	Tips
Hydration	<ul style="list-style-type: none"> • Don't wait until you're thirsty to drink. Drink 2-4 glasses of fluids each hour. • Encourage students to bring water containers during hot weather. • Encourage extra water fountain breaks. • Keep a spray bottle with water in classrooms and "mist" students at their request or as needed. • Avoid very cold drinks—they might cause stomach cramps. • Don't drink liquids that contain alcohol or large amounts of sugar—these actually cause you to lose more body fluid. • For Student Athletes: Ask your doctor how much you should drink while the weather is hot, if he/she generally limits the amount of fluid you drink or has you on water pills.
Gear	<ul style="list-style-type: none"> • Encourage staff and students to wear lightweight, light-colored, loose-fitting clothes to allow your skin to cool off efficiently. Unlike dark colors, light colors will not absorb heat from the sun. • Encourage the use of SPF 15 or higher sunscreen. • Wear a wide-brimmed hat (also keeps you cooler). • Wear sunglasses. • For Student Athletes: Athletic equipment is a barrier to evaporation. Limit contact practice sessions so that athletes can keep helmets off for longer periods of time. • For Student Athletes: During practice/games, take helmets off while on the sidelines to help the body cool.
Acclimatization	<ul style="list-style-type: none"> • Be aware that any sudden change in temperature, such as an early summer heat wave, will be stressful to the body. • Allow several days for acclimatization before attempting any vigorous exercise, and work

	<ul style="list-style-type: none"> up to it gradually. Pace yourself, if staff and students are not accustomed to working or exercising in a hot environment, start slowly and pick up the pace gradually.
Modifying Routines	<ul style="list-style-type: none"> Alter or reschedule physical activity routines during hot weather. Conduct physical activities indoors in air-conditioned areas and limit outdoor exposure during the hottest part of the day. In elementary schools, limit physical activities during recess time. Find alternative locations for instruction for non-air-conditioned rooms. Move staff and students to an air-conditioned cafeteria, multi-purpose room, library, or vacant classroom.
On the Field	<ul style="list-style-type: none"> Stay in the shade whenever possible. Consider both heat and humidity of the day. Should have plenty of water and/or sports beverages available. Should have tubs of ice and water available if needed to cool athletes quickly. Set a schedule for frequent, mandatory water breaks. Assess students/players for alertness and signs or symptoms of heat illness.
Physical Activity & Temperature Assessment	<ul style="list-style-type: none"> Provide shaded areas/tents when outdoor temperature exceeds 80°F When temperatures are between 85°F and 95°F weather conditions related to temperature such as breeze factor, relative humidity, and pollutants will be evaluated. When temperatures are 95°F and above school administration will make every attempt to conduct practices/contests with frequent water breaks and/or rest breaks, depending on the sport, and in cooperation with game officials. When temperatures reach 100°F or higher it must be agreed to postpone practice/contest to a later start time (assuming lower temperature), or reschedule. When relative humidity reaches 50%, the above temperatures should be lowered by 5°F when considering or taking action.

Heat Index

The following heat index chart developed by the U.S. National Oceanographic and Atmospheric Administration (NOAA) should be used by the district to determine and assess heat exposure risks. The heat index combines both air temperature and relative humidity into a single value that indicates the apparent temperature in degrees Fahrenheit, or how hot the weather will feel. The higher the heat index, the hotter the weather will feel, and the greater the risk of experiencing a heat-related illness.

		Temperature (°F)															
Relative Humidity (%)		80	82	84	86	88	90	92	94	96	98	100	102	104	106	108	110
	40	80	81	83	85	88	91	94	97	101	105	109	114	119	124	130	136
	45	80	82	84	87	89	93	96	100	104	109	114	119	124	130	137	
	50	81	83	85	88	91	95	99	103	108	113	118	124	131	137		
	55	81	84	86	89	93	97	101	106	112	117	124	130	137			
	60	82	84	88	91	95	100	105	110	116	123	129	137				
	65	82	85	89	93	98	103	108	114	121	128	130					
	70	83	86	90	95	100	105	112	119	126	134						
	75	84	88	92	97	103	109	116	124	132							
	80	84	89	94	100	106	113	121	129								
	85	85	90	96	102	110	117	126	135								
	90	86	91	98	105	113	122	131									
	95	86	93	100	108	117	127										
	100	87	95	103	112	121	132										

Likelihood of Heat Disorders with Prolonged Exposure or Strenuous Activity:

Heat Illnesses: Symptoms, Causes, and Immediate Treatment

The three major forms of heat illnesses are heat cramps, heat exhaustion, and heat stroke. If a student shows any of the heat illness symptoms listed, first aid procedures are to be initiated immediately.

Heat Illness	Symptoms	Causes	Immediate Treatment
Sunburn	<ul style="list-style-type: none"> Redness, pain, and/or swelling of skin Blisters Fever & headaches 	<ul style="list-style-type: none"> Exposure to high heat and ultraviolet radiation from the sun 	<ul style="list-style-type: none"> Leave water blisters intact to speed healing and avoid infection If blisters break, apply dry sterile dressing Refer serious cases to a physician
Dehydration	<ul style="list-style-type: none"> Dry mouth Thirst Headache Dizziness Muscle cramps Excessive fatigue Decreased performance 	<ul style="list-style-type: none"> Lack of hydration 	<ul style="list-style-type: none"> Move student athlete to cool environment Initiate oral rehydration Maintain hydration throughout If student fails oral rehydration (due to excessive nausea or vomiting) transport to medical facility for intravenous fluids
Heat Cramps	<ul style="list-style-type: none"> Heat cramps are muscle pains or spasms, usually in the abdomen, arms, or legs that might occur in association with strenuous activity Frequently occur sometime later after strenuous activity, or when relaxing 	<ul style="list-style-type: none"> Caused by heavy sweating during strenuous activity Sweating depletes the body's salt and fluids. Low salt levels in the muscles can cause painful cramps 	<ul style="list-style-type: none"> Stop all activity and sit in a cool place Drink water, clear juice, or a sports beverage Avoid drinking alcohol, soda, caffeine and sugar drinks Avoid strenuous activity for a few hours after the cramps subside
Heat Exhaustion	<ul style="list-style-type: none"> Heavy sweating Paleness Muscle cramps Tiredness/weakness Dizziness Headache Nausea or vomiting Fainting Cool & moist skin Fast & weak pulse rate Fast & shallow breathing 	<ul style="list-style-type: none"> Heat exhaustion can develop after several days of exposure to high temperatures Inadequate or unbalanced replacement of fluids Exercising in a hot environment 	<ul style="list-style-type: none"> Move out of the sun and seek a cool air-conditioned environment Rest Take a cool shower, bath, or sponge bath Remove restrictive clothing, equipment, and helmets Drink water, clear juice, or a sports beverage If nausea occurs, discontinue drinking water and seek immediate medical attention
Heat Stroke	<ul style="list-style-type: none"> Rectal temperature of 104°F or higher Red, hot, and dry or moist skin Rapid, strong pulse Throbbing headache 	<ul style="list-style-type: none"> Body Temperature rises rapidly Sweat process fails Body is unable to cool down 	<ul style="list-style-type: none"> If heat stroke is suspected, CALL 911 IMMEDIATELY Move to shade/cool environment Remove restrictive clothing, equipment, and helmets Rapidly cool the ill person (immerse

Heat Illness	Symptoms	Causes	Immediate Treatment
	<ul style="list-style-type: none"> • Dizziness • Nausea • Confusion • Unconsciousness 		<p>in cool water, cool shower, spray or sponge with cool water, apply ice bags at the neck, armpit, and groin area)</p> <ul style="list-style-type: none"> • Monitor temperature and continue cooling until temperature drops to 101-102°F • Remove person from water to prevent overcooling • Provide sips of water • If emergency personnel are delayed, call the emergency room for further instructions • Ill person should be transported to the hospital for observation even after all field treatment has been successful

Lockdown Procedures

A lockdown will be initiated for one or more of the following situations: a major incident in the community or on campus, serious rumors which may affect the safety and security of students and staff of the School, or information from the police department. This may include situations such as rioting, a hostage situation, or a weapon or threat on campus. For the protection of all occupants of the building, in case of a lockdown, the following procedures have been established:

1. A continuous 60-second bell or verbal announcement will initiate a lockdown. Do not dismiss class.
2. Ignore all other bells. If a fire bell sounds during a lockdown, you are to remain in your room or secured location until advised what to do via email, Google docs, telephone, or public address system. Do not automatically evacuate until you receive specific instructions.
3. Command Staff or Campus Security Director should shut off main bell system to prevent unwanted bells from sounding.
4. Notify police, call 911. Advise police if you know the location, description or identity of the threat, or if you need medical direction for a victim.
5. Notify Superintendent or designated District EOC.
6. Lock the doors, turn off lights, close the blinds, and stay out of sight. **Do not open a door after a lockdown initiation under any circumstances.**
7. Students, Staff, or visitors found outside of classrooms during a lockdown initiation are to find the nearest shelter available. They are to remain under the supervision of the staff member in this location until it has been determined it is safe to leave.
8. Do not attempt to restrain a student who runs outside.
9. Remain seated on the floor and out of sight during the lockdown.
10. Silently take roll and account for students and staff. Notify Command Staff (via email, Google docs, or telephone) of any missing persons or persons who were swept in from the outside.
11. Communication during the lockdown will take place via email. Continue to monitor your e-mail. Once the school is secured, an e-mail will be sent giving information relative to the situation. For extended lockdowns, regular e-mails will be sent to staff members by the principal or designee to provide updates or to let you know that there is no updated information at this time. NOTE: Communication with substitutes will take place via telephone. Limit classroom telephone use to emergencies only.
12. Until specific directions are given, students may not use cell phones to place calls, send texts, or access the internet. All cell phones must remain off and put away. This is for security reasons as incorrect information or communication can cause confusion. If the lockdown lasts for an extended period of time, directions will be given to teachers by e-mail as to how cell phones and communication devices may be used by students.
13. The door to your room may be opened by administration or emergency responders to put in students/visitors who are caught out in the hallways during the lock down.
14. The lockdown will be lifted when judged to be safe by the police department, district personnel, or the Incident Commander. At that time, a schoolwide announcement will be made, or authorized personnel will go door-to-door, with a master key, and notify each classroom individually.

PLEASE NOTE: When lockdowns have occurred, many of them have lasted for several hours. This can be an anxious time for all involved. Please make your students as comfortable as possible and consider creating "relief stations" for your students (and yourself). This may require creativity and forethought.

Site Specific Lockdown Procedure

Medical First Aid Procedures

All Medical First Aid & Morgue Teams will assign a Team Leader and report all activity and incident information to the Medical First Aid Director. The Medical First Aid Director will report to the Operations Chief. During an incident the following First Aid & Morgue procedures will be followed:

Medical First Aid & Morgue Procedures

1. Retrieve Medical First Aid supplies from the emergency supplies container.
2. Set up Medical First Aid and Morgue areas
3. As victims arrive conduct proper triage procedures.
 - Sort victims according to injury severity (Immediate, delayed, deceased) and tag all victims with a chief complaint using a triage tag or duct tape.
 - List on the tag or tape: Category, time & victim number. If possible, identify individual.
4. Place victims in separate and distinct treatment areas, laying victims head to toe (one row per First Aid Team member).
5. If an individual requires to be exported, prepare victim for transport (cover all open wounds, splint fractures, and make patient comfortable).
6. Monitor victims' condition(s) and recheck periodically to evaluate if condition has changed. "Treat as you go...from head to toe."
7. Keep log of information and destinations of patients.
8. Maintain cleanliness throughout area!

Return-to-Play Considerations

When staff members are determining whether or not students should return to play after exhibiting the aforementioned heat illness signs or symptoms, the following considerations must be made during the assessment.

Dehydration:

- If degree of dehydration, as assessed by the supervising staff or coach, is minor and the student is symptom-free (see symptoms list), continued participation may be deemed as acceptable.
- If there is any concern for continuation of symptoms after oral rehydration on the field the student should be held out from continued participation.

Heat Cramps:

- Student should refrain from physical activity until resolution of symptoms.
- When symptoms have resolved, student should be assessed to determine if he/she can perform at the level needed for successful participation.
- If the episode was acute or severe, the student's diet, rehydration practices, electrolyte consumption, fitness status, level of acclimatization, and use of dietary supplements should be reviewed and modified to reduce the risk of recurrence.

Heat Exhaustion:

- Student should be symptom-free and fully hydrated.
- Avoid intense practice in heat for one day to ensure recovery from fatigue and dehydration.
- Physician clearance is recommended to rule-out possible underlying condition(s) that may predispose the student athlete for further problems.

Heat Stroke:

- Student should be symptom-free and fully hydrated.
- Medical clearance from student's physician is strongly recommended.
- To avoid recurrence, be sure to rule out any underlying condition or illness that predisposed the athlete to the heat illness.
- Avoid intense practice in heat for one day to ensure recovery from fatigue and dehydration.
- Correct any acclimatization and fitness level problems before player returns to full intensity training in heat.

Search & Rescue Procedures

All Search & Rescue Teams will assign a Team Leader and report all activity and incident information to the Search & Rescue Director. The Search and Rescue Director will report to the Operations Chief. During an incident the following Search & Rescue procedures will be followed:

1. After you have taken your class to the designated assembly area, take attendance.
2. Team up with other members of your sweep team. If any of your team members do not arrive, please notify someone at the Sweep Team Command Post. You may be assigned another partner.
3. If you are a team leader, get a walkie-talkie and a master key from the Sweep Team Command Post.
4. Retrieve a backpack with your supplies.
5. You will be given a map of your assigned rooms to sweep and a list of locations of first aid supplies in your assigned area. These should be in the container.
6. Conduct a systematic search of the room(s) following the wall to the right during the search. While following the wall, vocally, physically and visually check for victims.
7. After sweeping a classroom and determine it to be "free" of any causality, place a "dot" on the outside of the door.
8. If you find any casualty, administer lifesaving first aid. Locate a person in the area with a walkie-talkie and call for a stretcher if necessary.
9. Upon conclusion of your sweep, return to the Incident Command Post.

Important: While conducting a rescue, use radios for emergency contact only, such as, reporting an injured team member, requesting additional assistance to rescue victims, or reporting severe room damage and aborting the rescue.

Site Specific Search and Rescue Procedure

Shelter in Place

Shelter in place will be initiated when the need for personal protection is necessary. Shelter may be necessary during one or more of the following situations: an incident involving a hazardous material exposure, outdoor environment contamination, or natural disaster. For the protection of all occupants of the building the following procedures have been established:

1. A public address announcement will initiate Shelter-in-Place. For example, "Shelter for Hazmat! Seal your Room!"
2. During an incident involving a hazardous material exposure or outdoor environment contamination the Command Staff or Campus Security Director should immediately shut off fans and/or HVAC systems to prevent indoor contamination. Some systems automatically provide for exchange of inside air with outside air. These systems, in particular, need to be turned off, sealed, or disabled.
3. If necessary, notify emergency responders, call 911. Advise emergency responders if you know the location of the threat or if you need medical direction for a victim.
4. Notify Superintendent or designated District EOC.
5. Immediately close doors, close windows, seal air vents, and stay inside. Do not go outdoors unless otherwise instructed. Consider precutting plastic sheeting (heavier than food wrap) to seal windows, doors, and air vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall. Label each piece with the location of where it fits.

6. Students, staff, or visitors found outside of classrooms during a Shelter-in-Place initiation are to find the nearest shelter available. They are to remain under the supervision of the staff member in this location until it has been determined it is safe to leave.
7. Avoid Shelter-in-Place in a room with mechanical equipment like ventilation blowers or pipes, because this equipment may not be able to be sealed from the outdoors.
8. Take roll and account for students and staff. Notify Command Staff (via email or telephone) of any missing persons or persons who were swept in from the outside. Report anyone in need of medical attention.
9. Communication during Shelter-in-Place will take place via email and/or telephone. Continue to monitor your email, information relative to the situation will be distributed. For extended Shelter-in-Place situations, regular emails will be sent to staff members by the principal or designee to provide updates or to let you know that there is no updated information at this time. NOTE: Communication with substitutes will take place via telephone. Please limit classroom telephone use to emergencies only.
10. Listen for further instructions until you are told all is safe or to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

Student Request and Release Procedures

All Student Request & Release Teams will assign a Team Leader and report all activity and incident information to the Evacuation Area Director. The Evacuation Area Director will report to the Operations Chief. During an incident the following Request & Release procedures will be followed:

Student Request Gate Procedures

1. Control line formation of parents at the request gates
2. Distribute release cards & assist parents in completing cards.
3. Ensure students are only being released to adults listed on emergency cards
4. After parent/authorized adult has completed release card, staff will verify that adult listed on the card is authorized to remove the student from campus. An adult must present proper ID.
5. After authorization is completed, parent/authorized adult will be directed to report to the Student Release Gate to meet the student.
6. Organize and control student release runners
7. Runners will gather students from the evacuation area with completed and verified release cards and escort the students to the release gate to unite with parent/authorized adult.

Student Release Gate Procedures

8. Runners will escort the student to Student Release Gate (SRG) and deliver verified student release card to staff at the SRG.
9. SRG staff will unite student and adult & document the release of the student on the Roll Sheet by recording the time, date and person to whom each student was released.
10. SRG staff will ensure students are being released only to adults listed and verified on Release Cards.
11. Verify proper release by obtaining the signature of the adult picking up the student.
12. Maintain accurate records of all students leaving the campus, updating the list continually.

Important: If a parent refuses to follow the guidelines for release, the Student Release Team will contact an administrator where every attempt will be made to encourage the parent/guardian to follow the procedures for check out. If the parent refuses to comply with the procedures, and the student seems willing to go with the adult, the team needs to record the following information on the appropriate roll sheet: Name of the person the student was released to, relationship, and time of the release.

Tactical Responses to Criminal Incidents

AB 1747 required changes for CSSPs, including procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. We elect not to disclose the specifics of tactical responses to criminal incidents. Lockdowns remain the standard approach for the school response to threatening situations.

Procedures for lockdown, shelter in place, and reunification/release procedures are described in sections of this CSSP:

Emergencies – Reunification and Release Procedures

Emergencies – Lockdown Procedures

Emergencies – Shelter in Place

San Marino USD and our school have an excellent partnership with the San Marino Police and Fire Departments. We consult and coordinate with the SMPD and SMFD as needed and formally during District Safety Committee Meetings. These meetings are set for Oct. 16, 2019 and Jan. 22, 2020.

A very successful Active Shooter Simulation Drill was held at San Marino High School on March 1, 2018. SMHS will conduct an Active Shooter Drill on February 28, 2019. This will generate discussion at all schools and lead to further assessment of safety procedures including lockdowns, drill logistics, preparation, and the need for ongoing training of students, faculty, and staff.

DOCUMENTATION & RECORDKEEPING

In this section, compliance with SEMS shall be documented in areas of planning (development, revisions, reviews), training, exercises (drills), and performance (activities performed during emergency where SEMS was implemented) per California Code of Regulations, Title 19, Division 2, Chapter 1, §2443 (b).

Planning Recordkeeping

Planning records of the emergency plan and procedures pursuant to the SEMS regulation will be maintained as documentation of compliance. Planning may include the development, revisions, or changes made to the plan or its procedures.

Exercises Recordkeeping

Documentation of SEMS emergency plan and procedures exercises performed throughout the year will be maintained as records of compliance. Exercises may include mandated drills and participation in the great shakeout drill.

Training Recordkeeping

SEMS training provided for emergency response personnel is documented and records are maintained within the program or integrated with the school's training documentation system. Training records for employees holding an emergency response role should be maintained for the duration of his/her employment.

The following training records will be maintained:

1. Name of the training course
2. Name of instructor
3. Location of training
4. Date of training
5. Documentation of the school's SEMS training program (including copies of the training materials used, such as, instructor syllabus, lesson plans, exercises, and tests)

Performance Recordkeeping

Performance records of the actions and activities executed during an incident according to the established emergency plan and procedures pursuant to the SEMS regulation will be maintained as documentation of compliance. Performance includes all activities performed during the emergency where SEMS was used or implemented.

Huntington Middle School Emergency Action Plan

2019-2020

Move Forward with Confidence

Compiled by
Bureau Veritas North America, Inc.
Last Reviewed: February 2015

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1.0 OVERVIEW

The School Emergency Plan addresses the school's responsibilities and procedures to prepare, respond, and recover from emergencies, to systematically fulfill the site's responsibility of ensuring the safety and welfare of students and staff members. The plan conforms to the federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels, in compliance with the Incident Command System (ICS).

SEMS is used by all emergency responders in the State of California and is intended to standardize the response to an emergency involving multiple jurisdictions or multiple agencies. The plan addresses the four basic principles required by SEMS including ICS, Unified Command, the operational area concept, and established mutual aid systems.

In any school disaster or emergency, public employees are designated "disaster service workers." Disaster service worker activities are assigned to employees by their superiors or by law to assist the public agency (school or District) in carrying out its responsibilities during times of disaster (California Government Code Section 3100 to 3109). As such, teachers and staff are responsible for emergency response and support until relieved of their duties by the Incident Commander. Districts should notify all employees of this responsibility.

1.1 Objectives

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the school's facilities and property.
- Enable the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide coordination between the school and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.

2.0 REFERENCES

2.1 Codes and Regulations

The School Emergency Plan has been developed in compliance with the following applicable codes and regulations:

- California Government Code Section (§) 8607-8608, for Standardized Emergency Management System (SEMS)
- California Code of Regulations, Title 19, Division 2, Chapter 1, §2400-2450 for Standardized Emergency Management System (SEMS) regulation
- California Code of Regulations, Title 8, §3220, Emergency Action Plan
- California Code of Regulations, Title 8, §6184, Employee Alarm Systems
- California Education Code §32282 (B), for Disaster Procedures found within the Comprehensive School Safety Plan
- California Education Code §32001, for Uniform Fire Signals and Fire Drills

2.2 Other Resources

The following are the recommended and reliable resources used in the development of the School Emergency Plan:

- School Action for Safety and Health (SASH) Program developed by the California Department of Industrial Relations
- Standardized Emergency Management System (SEMS) Guidelines developed and provided by California Governor's Office of Emergency Services
- State of California Foundation for the Standardized Emergency Management System (SEMS) developed by the California Emergency Management Agency
- Safe Schools: A Planning Guide for Action Workbook developed by the California Department of Education, Office of the Attorney General

3.0 ANNUAL UPDATES

To maintain an updated and implementable plan the items listed in this section will be updated annually. The Principal is responsible for ensuring the plan undergoes the necessary modifications. Plans will be submitted to the District for approval.

3.1 Assignments & Responsibilities

1. Section 9.0 of emergency plan
2. Update responsible persons & their titles in Section 8.1
 - a. Command Staff Assignments
 - b. General Staff: Function Assignments
 - c. General Staff: Branch Assignments
 - d. General Staff: Team Assignments
 - e. General Staff: Buddy Assignments
3. Update locations in section 8.3
 - a. Pre-designated Emergency Station Locations

3.2 Emergency Supplies

1. Section 10.6 of emergency plan
2. Update Emergency Supplies inventory
3. Replenish any missing supplies, dead batteries, or expired items

3.3 Demobilization & Post-emergency Procedures

1. Section 11.11 of emergency plan
2. Update the Staff Release Order List found in this section

3.4 Maps

1. Section 12.0 of emergency plan
2. If changes were made, update the maps found in this section

3.5 Emergency Contacts

1. Section 13.0 of emergency plan
2. Update individuals and contact information found on charts

3.6 Student Information

1. Section 14.0 of emergency plan
2. Update list of students with medical needs
3. Update list of students' emergency card data
4. Update list of students with disabilities
 - a. Ensure these students have special evacuation procedures established, if special assistance is required during an evacuation.

3.7 Documentation & Recordkeeping

1. Section 15.0 of emergency plan
2. Ensure the necessary records are properly maintained

4.0 DEFINITIONS

Action Plan – The plan prepared, containing the emergency response objectives of that SEMS level reflecting overall priorities and supporting activities for a designated period. The plan is shared with supporting agencies

Activate – Means, at a minimum, a designated official of the emergency response agency implements SEMS as appropriate to the scope of the emergency and the agency's role in response to the emergency.

Command Staff – Individuals with assignments and responsibilities under the Command function of the ICS organizational Structure. The Command Staff is composed of the Incident Commander (IC), Safety Officer, Public Information Officer, Agency Liaison Officer, and a Deputy Incident Commander. Assignments are activated as needed and in correlation with the severity of the incident, the IC can perform any or all of the Command Staff roles if the situation warrants.

Emergency Operations Center (EOC) – A location (established at the District Level) from which centralized emergency management can be performed.

Emergency Response Agency – Any organization responding to an emergency, or providing mutual aid support to such an organization, whether in the field, at the scene of an incident, or to an operations center.

Emergency Response Personnel – Personnel involved with an agency's response to an emergency.

General Staff – Individuals with assignments and responsibilities under the Operations, Planning/Intelligence, Logistics, or Finance/Administration functions of the ICS organizational Structure. The Command Staff is composed of the Operations Chief, Planning/Intelligence Chief, Logistics Chief, Finance/Administration Chief, and their subordinates. General Staff Chiefs and their subordinates are activated as needed and in correlation with the severity of the incident.

Incident – An occurrence or event, either human-caused or by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incident Command Post (ICP) – When an emergency or crisis impacts a school, an Incident Command Post is established by the Command Staff. An ICP is always located at the field or school site level. It is a designated location where the Incident Commander and his/her emergency crisis team can gather to manage the incident, report information, track status of incident, and organize the response. Generally, an ICP is located in a multi-purpose room, gymnasium, parking lot, or on an athletic field.

Incident Command System (ICS) – The nationally used standardized on-scene emergency management concept specifically designed to allow its user(s) to adopt an integrated organizational structure equal to the complexity and demands of single or multiple incidents without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communication operating within a common organizational structure, with responsibility for the management of resources to effectively accomplish stated objectives pertinent to an incident.

Local Agency – Any city, city and county, county, county office of education, community college district, school district, or special district.

Local Emergency – The duly proclaimed existence of conditions of disaster or of extreme peril to the safety of persons and property within the territorial limits of a county, city and county, or city, caused by such conditions as air pollution, fire, flood, storm, epidemic, riot, drought, sudden and severe energy shortage, plant or animal infestation or disease, the Governor's warning of an earthquake or volcanic prediction, or an earthquake, or other conditions, other than conditions resulting from a labor controversy, which are or are likely to be beyond the control of the services, personnel, equipment, and facilities of that political subdivision and require the combined forces of other political subdivisions to combat, or with respect to regulated energy utilities, a sudden and severe energy shortage requires extraordinary measures beyond the authority vested in the California Public Utilities Commission.

Multi-agency or Interagency Coordination – The participation of agencies and disciplines involved at any level of the SEMS organization working together in a coordinated effort to facilitate decisions for overall emergency response activities, including the sharing of critical resources and the prioritization of incidents.

Mutual Aid – Voluntary aid and assistance by the provision of services and facilities, including but not limited to fire, police, medical and health, communication, transportation, and utilities. Mutual aid is intended to provide adequate resources, facilities, and other support to jurisdictions whenever their own resources prove to be inadequate to cope with a given situation.

Mutual Aid System – The system which allows for the progressive mobilization of resources to/from emergency response agencies, local governments, operational areas, regions, and the state with the intent of providing adequate resources to requesting agencies. The California mutual aid system includes several discipline specific mutual aid systems (e.g., fire and rescue, law enforcement, medical and public works) which are consistent with the Master Mutual Aid Agreement. All mutual aid systems and agreements shall be consistent with SEMS and the Master Mutual Aid Agreement.

Operational Area – An intermediate level of the state emergency services organization, consisting of a county and all political subdivisions within the county area.

School District – Any and all public school districts, regardless of kind or class, except a community college district. School district includes those districts defined in sections 80 through 87 of the Education Code.

State of Emergency – The duly proclaimed existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by such conditions as air pollution, fire, flood, storm, epidemic, riot, drought, sudden and severe energy shortage, plant or animal infestation or disease, the Governor's warning of an earthquake or volcanic prediction, or an earthquake, or other conditions, other than conditions resulting from a labor controversy or conditions causing a "state of war emergency," which, by reason of their magnitude, are or are likely to be beyond the control of the services, personnel, equipment, and facilities of any single county, city and county, or city and require the combined forces of a mutual aid region or regions to combat, or with respect to regulated energy utilities, a sudden and severe energy shortage requires extraordinary measures beyond the authority vested in the California Public Utilities Commission.

State of War Emergency – The condition which exists immediately, with or without a proclamation thereof by the Governor, whenever this state or nation is attacked by an enemy of the United States, or upon receipt by the state of a warning from the federal government indicating that such an enemy attack is probable or imminent.

5.0 INCIDENT COMMAND SYSTEM

School sites responding to an incident shall utilize the functions, principles, and components of the Incident Command System (ICS), per California Code of Regulations, Title 19, Division 2, Chapter 1, §2405.

5.1 Incident Command System Functions

The five functions of the ICS are Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration. Individuals working under the Command function will be referred to as the Command Staff, while personnel assigned responsibilities under Operations, Planning/Intelligence, Logistics, or Finance/Administration will be referred to as the General Staff. Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. An individual can execute more than one function.

1. The Command Function is responsible for the directing, ordering, and controlling of resources by virtue of explicit legal, agency, or delegated authority. The function is composed of the Incident Commander (IC), Safety Officer, Public Information Officer, Agency Liaison Officer, and a Deputy Incident Commander. The IC position must always be filled. The IC remains responsible for all five functions of the ICS structure, which have not been formally activated. In addition to the primary ICS functions, the IC is also responsible for the Safety Officer, Public Information Officer, and Agency Liaison Officer positions, unless otherwise delegated. Depending on the severity of the incident, the IC may also activate a Deputy IC for support.
2. The Operations Function is responsible for the coordinated tactical response of all field operations directly applicable to or in support of the mission(s) in accordance with the Incident Action Plan. This is the most complex and primary established function.
3. The Planning/Intelligence Function is responsible for the collection, evaluation, documentation, and use of information about the development of the incident, and the status of resources.
4. The Logistics Function is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.
5. The Finance/Administration Function is responsible for all financial and cost analysis aspects of the incident, and for any administrative aspects not handled by the other functions.

5.2 Incident Command System Principles

1. The system provides for the following kinds of operation: single jurisdictional responsibility/single agency involvement, single jurisdictional responsibility with multiple-agency involvement, and multiple-jurisdictional responsibility with multiple-agency involvement.
2. The system's organizational structure adapts to any emergency or incident to which emergency response agencies would be expected to respond.
3. The system shall be applicable and acceptable to all user agencies.
4. The system is readily adaptable to new technology.
5. The system expands in a rapid and logical manner from an initial response into a major incident and contracts just as rapidly as organizational needs of the situation decreases.
6. The system has basic common elements in organization, terminology and procedures.

5.3 Incident Command System Components

1. Common terminology is established in regards to common titles for organizational functions, resources, and facilities within ICS.
2. Modular organization is established by which the ICS organizational structure assignments are activated based upon the kind and size of the incident (top down command).
3. Unified Command.
4. Action plans identify objectives, determine strategies, identify tactical and support activities required, and establish an operational period time frame for completion.
5. The manageable span-of-control for any assigned Chief, Director, or Supervisor is established to be between 3-7 personnel
6. Pre-designated incident facilities are identified (Incident Command Post, Student evacuation site, offsite evacuation site, First Aid Station, Emergency Supplies location, Communication Center, etc.). The determination of the kinds and locations of facilities to be used will be based upon the requirements of the incident.
7. Comprehensive Resource management is established to identify, group, assign, and track resources.
8. Integrated Communication is managed through the use of a common communication plan and an incident-based communication center established for the use of tactical and support resources assigned to the incident.

6.0 UNIFIED COMMAND

Unified Command is a structure used during incidents consisting of Incident Commanders from various jurisdictions or agencies operating together to form a single command structure. It allows all agencies with geographical, legal or functional responsibility to manage an incident by establishing a common set of objectives, strategies, and a consolidated Incident Action Plan. Under a Unified Command system, a single Operations Chief is assigned. The Operations Chief position is filled by the most qualified and experienced person available.

The use of a Unified Command is a valuable tool to help ensure a coordinated multi-agency response. A Unified Command assures agencies do not lose their individual responsibility, authority, or accountability. When appropriate, a Unified Incident Command System will be established in conjunction with the school's Incident Commander and responding agencies' Incident Commander(s) to form a unified team in which Incident Commanders within the Unified Command make joint decisions, speak as one voice, integrate general staff, and develop a single Incident Action Plan.

Unified Command is an important component of the required ICS, per California Code of Regulations, Title 19, Division 2, Chapter 1, §2405 (a)(3)(C-D) .

6.1 Advantages of using Unified Command

1. One set of objectives and strategies are developed for the entire incident.
2. All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
3. Duplicative efforts are reduced or eliminated, thereby reducing cost, frustration, and potential conflict.

7.0 OPERATIONAL AREA CONCEPT

The Operational Area is an intermediate level of the state emergency services organization consisting of the geographical county and all political subdivisions within the county area. It functions as the intermediate level between the region and local governments. An Operational Area coordinates information, resources and priorities amongst all local governments.

Communication with the Operational Area occurs at the School District Level, between the School District's Emergency Operations Center (EOC) and the City EOC. It is the school site's responsibility to maintain communication regarding the incident with the District's EOC. The Incident Commander, or designee, shall communicate emergency information, status reports and resource requests directly to the school district's EOC.

8.0 MUTUAL AID SYSTEM

A Mutual Aid System is the coordination which allows for the progressive mobilization of resources to and from emergency response agencies, local governments, operational areas, regions, and the state with the intent of providing the adequate resources to requesting agencies. It is the voluntary sharing of personnel and resources when an agency cannot deploy, sufficiently, its own resources to respond to an unusual occurrence. All mutual aid systems and agreements shall be consistent with SEMS and the Master Mutual Aid Agreement. Unless otherwise stated in agreement, the responsible local official in whose jurisdiction(s) and incident occurred remains in charge and retains overall direction of personnel and equipment provided through mutual aid.

8.1 School Site Providing Mutual Aid

The District has established a Facilities Agreement allowing the American Red Cross to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies.

8.2 Established Mutual Aid Agreements

Mutual aid agreements have been established with local responding agencies (law enforcement, fire & rescue, etc.) through the City EOC (CCR, Title 19, § 2415).

**American Red Cross
Shelter Agreement**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims. This agreement is between the Red Cross and a facility owner ("Owner") so the Red Cross can use the facility as an emergency shelter during a disaster.

DR#: _____ Facility: _____

Parties and Facility

Owner:

Legal name: San Marino Unified School District

Chapter: _____

24-Hour Point of Contact: _____

Name and title: Ian Corrie/Director of Facilities

Work phone: 626-299-7004 ext. 313 Cell phone/pager: 626-622-9062

Address for Legal Notices: _____

San Marino Unified School District

1665 West Drive

San Marino, CA 91108

Red Cross:

Legal name: The American National Red Cross

Chapter: Los Angeles Region

24-Hour Point of Contact: _____

Name and title: After Hours Unit: Ask for Chapter Disaster Duty Officer

Work phone: 888-737-4306

Cell phone/pager: _____

Address for Legal Notices: _____

11355 Ohio Ave., Los Angeles, CA 90025

Copies of legal notices must also be sent to :

The American National Red Cross, Office of the General Counsel,
2025 E Street, NW, Washington DC 20006

and

The American National Red Cross, Disaster Operations,
2025 E Street NW, Washington, DC 20006.

Shelter Facility:

(Insert name and complete street address of building or, if multiple buildings, write "See attached Facility list" and attach Facility list including complete street address of each building that is part of this Agreement).

See attached Facility list

Terms and Conditions

1. Use of Facility Upon request and if feasible, the Owner will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. The Owner will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will use the first page of the Facility/Shelter Opening/Closing Form, available on CrossNet, to record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of the Owner.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, the Owner will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.
5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, the Owner will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.
6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.
7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. The Owner will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. The Owner will refer all media questions about the shelter to the Shelter Manager.
8. Closing the Shelter: The Red Cross will notify the Owner or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey, using the second page of the Shelter/Facility Opening/Closing Form to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.
9. Reimbursement: The Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross will select from among bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.
- b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.
- c. *Reasonable, actual, out-of-pocket operational costs*, including the costs of the utilities indicated below, to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises (both parties must initial all utilities to be reimbursed by the Red Cross):

	Owner initials	Red Cross initials
Water		<u>C. E.</u>
Gas		
Electricity		
Waste Disposal		<u>C. E.</u>

The Owner will submit any request for reimbursement to the Red Cross within 60 days after the shelter closes. Any request for reimbursement for food, supplies or operational costs must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked at the shelter.

10. Insurance : The Red Cross shall carry insurance coverage in the amounts of at least \$1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and \$1,000,000 in Employers' Liability.

11. Indemnification: The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to bodily injury, death and property damage arising from the negligence of the Red Cross during the use of the Premises.

12. Term: The term of this agreement begins on the date of the last signature below and ends 30 days after written notice by either party.

SAN MARINO SCHOOL DISTRICT

Owner (legal name)

Name (printed): **Julie Boucher**

Title: **Assistant Superintendent/Business Services**

Date 3/11/12

THE AMERICAN NATIONAL RED CROSS

(legal name)

BS::P

Name (printed): **Corey Eide**

Title: **Assistant Director**

Date 3/11/12

Facility List

San Marino High School
2701 Huntington Drive
San Marino, CA 91108

Huntington Middle School
1700 Huntington Drive
San Marino, CA 91108

Valentine Elementary School
1650 Huntington Drive
San Marino, CA 91108

Carver Elementary School
3100 Huntington Drive
San Marino, CA 91108

9.0 ASSIGNMENTS AND RESPONSIBILITIES

The following assignments and responsibilities are in accordance to the required ICS, per California Code of Regulations, Title 19, Division 2, Chapter 1, §2405.

9.1 Staff Assignments

Command Staff Assignments

Assignment	Name	Title	Location
Incident Commander	Alana Fauré	Principal	IC Post
Deputy Incident Commander	Daryl Topalian	Assistant Principal	IC Post
Safety Officer	Don Duranso	Psychologist	IC Post
Public Information Officer	Alana Fauré	Principal	IC Post
Agency Liaison Officer	Alana Fauré	Principal	IC Post

General Staff: Function Assignments

Assignment	Name	Title	Location
Operations Chief	Daryl Topalian	Assistant Principal	Adjacent to IC Post
Planning/Intelligence Chief	June Gonzales	Counselor	Adjacent to IC Post
Logistics Chief	Jim Dahlstein	Teacher	Adjacent to IC Post
Finance/Administration Chief	Michelle Boecking	Account Technician	Adjacent to IC Post

General Staff: Branch Assignments

Assignment	Name	Title	Location
Search & Rescue Director (Operations)	Beth Negroe	Teacher	Adjacent to IC Post
Medical First Aid Director (Operations)	Leyda Escamilla	Health Liaison	Medical First Aid Station
Evacuation Area Director (Operations)	Debi Cribbs	Attendance Clerk	Evacuation Assembly Area
Campus Security Director (Operations)	Ashlin Anand	Media Specialist	Adjacent to IC Post

General Staff: Student Supervision Assignments

Assignment	Name	Team Members	Rooms
Student Supervision	Suzanne Nitta	Aimee Davignon	103, 104, 105, 106
Student Supervision	Elizabeth Drake	Cindie Zumberge	108, 109, 110, 111
Student Supervision	Penny Roberts	Randi Davis, Neil Alomite, Shawn Gonzalez	107
Student Supervision	Michelle Macedo	Marisela Delgado	112, 113, 114
Student Supervision	Aileen Schaefer	Brandon Garner	201, 202, 203, 204
Student Supervision	Nicole Stark	Liz Thor, Cecilia Salgado	205, 206, 207, 209
Student Supervision	Seong Oh	Gina Aparicio	301, 303, 304, 305
Student Supervision	Stephanie Moffat	Shawna Sweeny	306, 307, 308, 309
Student Supervision	Robbin Nordsten	Aixha Cojulun-Gomez	401, 402, 404
Student Supervision	Kristopher Good	Francesca Verdugo	405, 406, 407, 408
Student Supervision	Erika Carrillo	Lucy Magallanes, Anthony Battaglia	102

General Staff: Search & Rescue Team Assignments

Assignment	Leader	Team Members	Location
Search & Rescue Team 1 (Operations)	Cynthia Wong	Jana Downey & Cynthia Wong	102, 103, 103A, 104, 105, 105A, 106, 107, 107A, 107B, 108, 109, 109A, 109B, RR.
Search & Rescue Team 2 (Operations)	Sheila Doan	Sheila Doan & Patrick Stopford	300, 301, 302, 303, 304, 304A, 304B, 305, RR.
Search & Rescue Team 3 (Operations)	Rob Miller	Rob Miller & Diana Hang	205, 206, 207, 208, 209, 210, Kitchen, RR. Office, 202,
Search & Rescue Team 4 (Operations)	Kelli Kido	Kelli Kido & Henry Ku	203, 203A, 204, 306, 307, 308, 309, Café, Hutto, Library, RR.
Search & Rescue Team 5 (Operations)	Luis Rivera	Luis Rivera & Katherine Simpson	Locker Rooms, Gym, 401, 402, 402A, 403A, 403B, 404, 405, 406, 407 RR.
Search & Rescue Team 6 (Operations)	John Gulick	John Gulick & Rob Folsom	109A, 110, 110A, 110B, 111, 112, 112A, 113, 113A, 114, AUD, 201, RR.

General Staff: Medical First Aid Team Assignments

Assignment	Leader	Team Members	Location
Medical First Aid Team 1 (Operations)	Leyda Escamilla	Rob Miller	Medical First Aid Station
Medical First Aid Team 2 (Operations)	Derek Jamieson	Denise Wadsworth	Medical First Aid Station
Morgue Team (Operations)	TBD	To Be Determined During Incident, If Activated.	Medical First Aid Station

General Staff: Student Request & Release Team Assignments

Assignment	Leader	Team Members	Location
Student Request Gate Team (Operations)	June Gonzalez	June Gonzalez, Michelle Boecking, Elise Brunner, Hannah Fong	Lunch Courts
Student Release Gate Team (Operations)	Lisette Moggio	Lisette Moggio (A-H), Claudia Brown (I-P), Debi Cribbs (Q-Z)	Sherwood Drive Exit

General Staff: Utilities & Security Team Assignments

Assignment	Leader	Team Members	Location
Utilities Team (Operations)	Gil Cardenas	Raul Valdez	See Utility Shut Off Maps
Security Team 1 (Operations)	Jenna Brunner	Dika Firmansyah	Rooms 207 & 206
Security Team 2 (Operations)	Chrystal Dahlstein	Samantha Gin	West Sherwood Gate
Security Team 3 (Operations)			East Sherwood Gate
Security Team 4 (Operations)			Maintenance Yard Service Entrance Road

General Staff: Emergency Supplies Team Assignments

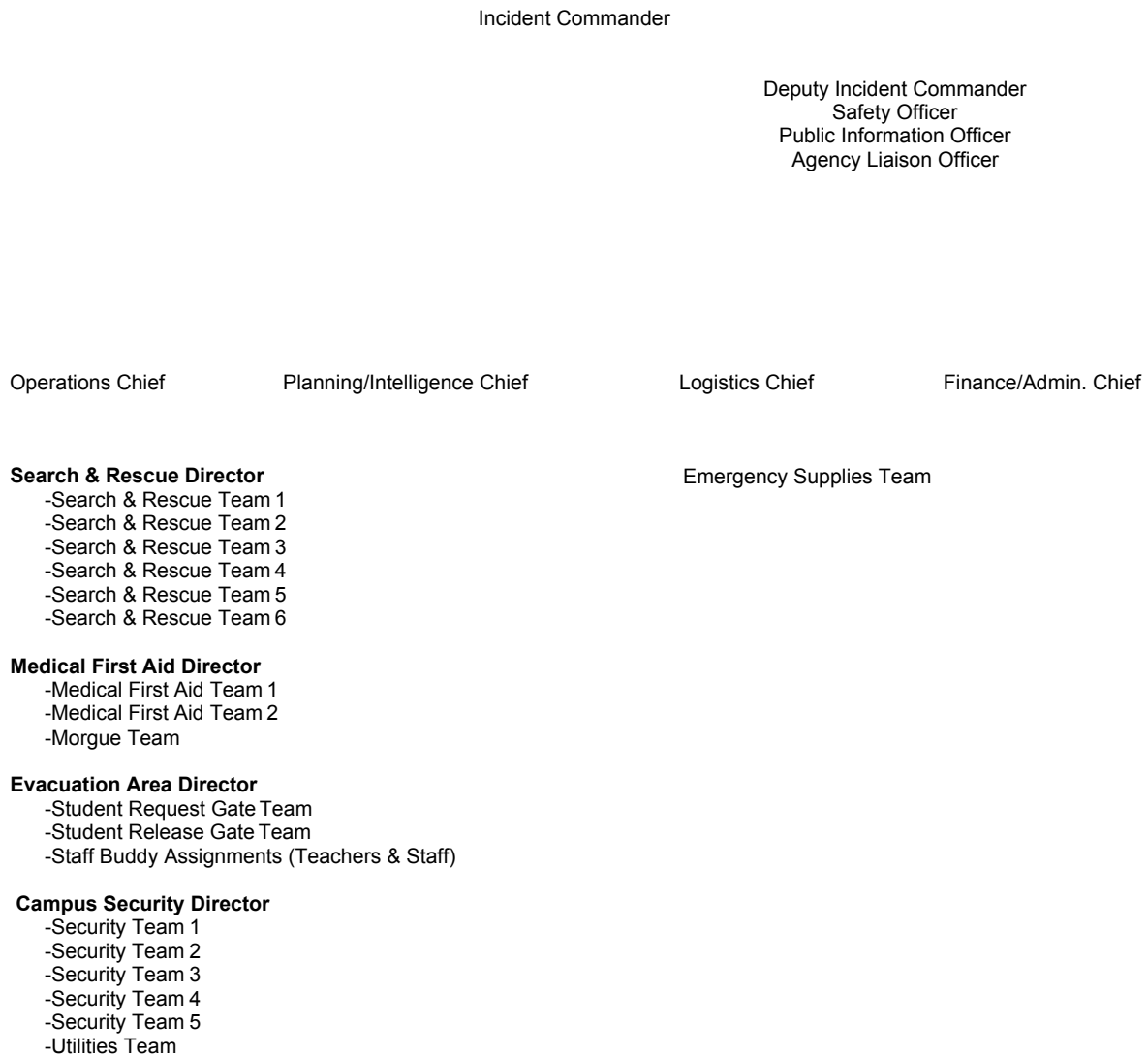
Assignment	Leader	Team Members	Location
Emergency Supplies Team (Logistics)	Jim Dahlstein		Emergency Bin

General Staff: Buddy Assignments

Assigned Buddy Rooms

Team 1	103/104	Team 11	308/309
Team 2	105/106	Team 12	306/307
Team 3	113/114	Team 13	304/305
Team 4	111/110	Team 14	300/301/303
Team 5	102/108	Team 15	404/405
Team 6	107/109	Team 16	401/402
Team 7	112/201	Team 17	406/407
Team 8	202/203	Team 18	Library / Hutto Lab
Team 9	204/205/206	Team 19	Office
Team 10	207/209/210	Team 20	PE

9.2 ICS Chain of Command Chart



9.3 Pre-designated Emergency Station Locations

Pre-designated Emergency areas are subject to change and their locations may be dependent on the type and severity of the incident.

Pre-designated Emergency Station Locations

Assignment	Location
Evacuation Assembly Area	Field
Incident Command Post	Lunch Courts
Communication Center	Adjacent to Incident Command Post
Medical First Aid Station	Lunch Courts
Emergency Supplies	Emergency Bin at Field
Student Request Gate	West Sherwood Exit

Student Release Gate

East Sherwood Exit

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9.4 Command Staff Responsibilities

Incident Commander:

- Direct the overall emergency response and make final decisions
- Activate School Emergency Plan and Incident Command System
- Establish and set up an Incident Command Post
- Establish, set up, and manage a Communication Center
- Initiate Common Communication Plan & maintain communication with District Level EOC to provide district with site specific status report
- Develop Incident Action Plan which identifies objectives, determines strategies, identifies tactical and support activities required, and established an operational period time for completion.
- Set plan priorities and control actions undertaken by staff
- Ensure student emergency cards are taken to Command Post during an evacuation
- Initiate student release procedures (when it is safe to do so)
- Release teachers as appropriate during demobilization using the Staff Release Order Plan (found in the Demobilization section of this plan).
- Declare end of emergency—initiate recovery if appropriate
- Remain in charge of your campus until redirected/released by superintendent of schools or relieved by fire or law enforcement incident commander
- Ensure staff and students are properly instructed and trained in assignments and emergency procedures

Deputy Incident Commander:

- Assist the Incident Commander by initiating response strategies, response team coordination, and communication

Safety Officer:

- Assess emergency or threat and impact to students, staff, school property and surrounding community
- Monitor safety conditions of incident
- Assures the health and safety of students and staff

Public Information Officer:

- Coordinate communication with the district for the public, stakeholders, and news media
- Supervise telephones and monitor radio emergency broadcasts

Agency Liaison Officer:

- Notify appropriate governmental agencies if necessary
- Serve as point of contact for representatives of other involved local agencies, organizations, or private sector parties to provide input on policies, resource availability, and other incident related matters

9.5 General Staff Responsibilities: Function Chiefs

Operations Chief:

- Manage on-scene tactical operations to accomplish corrective action and the objectives established by the IC's action plan
- Supervise and direct activities of all personnel assigned under the Operations Function
- Report to the Incident Commander
- Coordinate Search and Rescue
- Coordinate Medical First Aid
- Coordinate Evacuation Area
- Coordinate Campus Security
- In conjunction with the Evacuation Area Director and the Search & Rescue Director, account for staff and student attendance and identify all missing individuals using the compiled attendance reports & search and rescue team findings.
- Make sure teams have the necessary supplies to perform tasks
- Reassign staff as needed
- Schedule breaks and back-ups for staff

Planning/Intelligence Chief:

- Collect all information pertinent to documenting the incident
- Analyze information for potential impacts or changes
- Document and update status reports
- Manage and update status boards
- Disseminate incident related information to the Incident Commander
- Prepare necessary written reports

Logistics Chief:

- Meet service and support needs of the incident by managing and distributing general emergency supplies, equipment, food, first aid supplies, volunteers, etc.
- Open Emergency Supplies container
- Delegate help for setting up the Incident Command Post (if needed)
- Delegate help for setting up any necessary emergency stations
- Sign in volunteers and assign to various sections needing assistance
- Determine whether additional equipment, supplies or personnel need to be requested from the District EOC
- Make arrangements for transport of supplies and lodging of personnel
- Report to the Incident Commander

Finance/Administration Chief:

- Analyze all financial and cost analysis related to the incident
- Document all expenses related to emergency
- Document all personnel time as pertinent to emergency (number of hours with description of activities performed)
- Report to the Incident Commander

9.6 General Staff Responsibilities: Search & Rescue

Search & Rescue Director:

- Report to Operations Chief
- Supervise, organize, and direct Search and Rescue Teams
- Maintain communication with Search and Rescue Teams
- Consult with Operations Chief regarding any known missing persons obtained from the attendance reports submitted by Teachers
- Act as a check-in point for reporting missing Staff or Students
- Keep records on Search & Rescue Team incident reports

Search & Rescue Team(s):

- Report to Search & Rescue Director
- Search assigned areas following search & rescue procedures
- Complete a systematic sweep of designated campus areas for missing, trapped, or injured staff and students if the situation safely permits
- Complete maps and mark doors
- Identify the location of trapped/injured persons
- Assist injured persons to the Medical First Aid station

9.7 General Staff Responsibilities: Medical First Aid

Medical First Aid Director:

- Report to Operations Chief
- Supervise, organize, and direct Medical First Aid & Morgue Teams
- Initiate Triage/Medical First Aid area set up
- Triage injured persons
- Maintain an updated list of students with allergies, in need of daily medication, or special medical needs

Medical First Aid Team(s):

- Reports to Medical First Aid Director
- Set up Triage/Medical First Aid area
- Retrieve Medical First Aid supplies from Logistics Emergency Supplies Team
- Provide first aid to injured persons

Morgue Team:

- Reports to Medical First Aid Director
- Set up Morgue Area location
- Move deceased to morgue area
- If possible, identify and cover deceased

9.8 General Staff Responsibilities: Evacuation Area Supervision & Release

Evacuation Area Director:

- Reports to Operations Chief
- Supervise, organize, and direct the Student Request Gate Team, Student Release Gate Team, & Staff Buddy Assignments (Teachers)
- Manage the Evacuation Area
- Collect attendance reports from all Teachers at the Evacuation Area
- Immediately communicate with the Operations Chief and Search & Rescue Director any reported missing students or staff

Student Request Gate Team(s):

- Reports to Evacuation Area Director
- Organize and control the request gate
- Allow parents to enter the school in a controlled and organized manner
- Assist parents at the Request Gate where parents will indicate which student(s) they are to pick up.
- Call the name(s) of the student(s) to be released over the portable speaker system or send a runner to retrieve the student(s).
- Verify students are only being released to adults listed on emergency cards
- Stamp the back of a piece of paper with a special "Emergency Release Authorization" stamp and give the paper to the student & Legal guardian, to be shown to staff personnel in order to be allowed to exit.
- Maintain record of students who have been released (who they were released to & what time)

Student Release Gate Team(s):

- Reports to Evacuation Area Director
- Ensure the students being released have the "Emergency Release Authorization" stamp before being allowed to leave campus
- This will ensure students are only being released to adults listed on the Emergency Release Authorization Card
- If stamp is missing, redirect adults and their student(s) to the proper checkout area.

Staff Buddy Assignments (Teachers):

- Reports to Evacuation Area Director
- Engage in Staff Buddy Assignments (check-in with Buddy)
- If buddy is incapacitated, inherit responsibility of their students
- Evacuate and escort students to assemble in the designated Evacuation Area (if required by incident)
- Complete an attendance report (take roll of students and note missing students, staff buddies, or other staff)
- Submit the attendance report to the Evacuation Area Director
- Submit any observed room damage to the Evacuation Area Director
- Supervise classroom students at Evacuation Area, help manage the evacuation area, or report to IC Post for additional tasks, if needed.

- Provide reassurance and support to students

9.9 General Staff Responsibilities: Campus Security

Campus Security Director:

- Reports collected data to Operations Chief
- Supervise, organize, and direct the Security Team and Utilities Team
- Conduct or Initiate a property damage assessment

Security Team(s):

- Reports to Campus Security Director
- Maintain a safe and secure campus environment
- Secure gates
- After search & rescue missions are complete, lock or control access into buildings
- Place yellow caution tape around areas deemed unsafe

Utilities Team:

- Reports to Campus Security Director
- Carry out process of evaluating and shutting off utilities (water, gas, electric) if needed
- Determine presence of fire or other hazard – resolve with help of volunteers if able to do so
- Assess damage to buildings and communicate findings to the Campus Security Director

9.10 General Staff Responsibilities: Emergency Supplies

Emergency Supplies Team:

- Reports to Logistics Chief
- Open Emergency Supplies container and remove necessary supplies/equipment for distribution
- Help set up Incident Command Post or any necessary emergency stations such as Medical First Aid, Sanitation, Food Station, Communication Post, Student Request Station, Student Release Station, etc.
- Distribute two-way radios to Command Staff, Operations Chief, Search & Rescue Director, Medical First Aid Director, Evacuation Area Director, and other Activated Functions
- Cover and preserve any edible food and water from the Cafeteria

9.11 General Staff Responsibilities: Unassigned Staff

Unassigned Staff:

- Staff lacking an established Assignment must report to the Incident Command Post for further instruction

10.0 EMERGENCY PREPAREDNESS

10.1 Methods for Reporting Emergencies

For the purpose of reporting emergencies, in case of a fire, emergency, or disaster, the following reporting methods may be used:

1. School Alarm System
2. Public Address System
3. Staff Two-way Radios
4. Telephones (emergency telephone numbers are posted adjacent to phones)

10.2 Alarm System

The school alarm system provides warning for necessary emergency action. Temporal tone signals and Voice Announcement alarms are capable of being perceived above ambient noise. The set fire alarm is distinctive and recognizable as a signal to evacuate. The standard audible emergency evacuation signal established consists of repetitive 4.0 second cycles (0.5 second “on,” 0.5 second “off,” 0.5 second “on,” 0.5 second “off,” 0.5 second “on,” 1.5 seconds “off”).

Alarm System Maintenance & Testing Requirements

1. Alarm systems are maintained in operating condition.
2. Alarm systems are tested at least annually for reliability by properly trained persons in the designed operation.
3. Alarm system power supplies are maintained or replaced as often as is necessary.
4. Fire alarm signal will be sounded not less than once every calendar month (Education Code, Section 32001).

10.3 Staff Training Requirements

To ensure the school and its staff are prepared to implement the School Emergency Plan and take action during an incident the training requirements in this section are met. Staff receives the appropriate level of SEMS training; Level of training will depend on staff member's potential assignment during an emergency response. All assigned Officers, Chiefs, Directors, and staff members are trained before implementing the program.

SEMS Training Requirements:

1. The SEMS training provided to maintain personnel's minimum training competencies uses the SEMS “Approved Course of Instruction (ACI)” as the basis for their training programs.
2. Staff SEMS training and performance is maintained and demonstrated by the:
 - Completion of level-appropriate SEMS training
 - Execution of drills that incorporate performance objectives into exercises

Emergency Plan Training Requirements:

1. The school shall designate and train a sufficient number of persons to assist in the safe and orderly emergency evacuation of employees, students, and visitors.
2. The school shall advise employees of his/her responsibility under the plan when the plan is developed and whenever responsibilities or actions under the plan have changed.
3. Employer shall review with employees those parts of the plan which will be of aid in the event of an emergency. This includes, but is not limited to:
 - Individual assignments and responsibilities
 - Emergency procedures
 - Location of emergency equipment & supplies
 - Location and operation of manually activated alarm systems
 - Location and operation of communication equipment

10.4 Emergency Practice Drills

To ensure staff and students are knowledgeable and prepared to implement the School Emergency Plan the following required practice drills are conducted as indicated throughout each school year.

Earthquake Practice Drills:

1. Practice of drop and cover procedures are held once each school quarter in elementary and once a semester in secondary schools.
2. During the drill each pupil and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms, and the back to the windows.
3. Drills are conducted following the established Earthquake Procedures of this plan.

Fire & Evacuation Practice Drills:

1. Fire alarm signal must be sounded not less than once every calendar month.
2. Fire drills are established and conducted at least once every month at the elementary level and at least four times a year at the intermediate levels.
3. During the drill each pupil and staff member implements and practices the established Evacuation Procedures of this plan.

Lockdown Practice Drills:

1. Lockdown drills are conducted once a year.
2. Drills may include responses to suspicious items or persons, hazardous material incidents, bomb threats, and shooting incidents on or near school grounds.
3. Drills are conducted following the established Procedures of this plan.

Huntington Middle School

Annual Schedule for Emergency Practice Drills

Principal: Alana Fauré

School Year: 2019-2020

DRILLS

DRILL	MONTH	DAY	DATE*	TIME	PRINCIPAL SIGNATURE	Note
Fire 1	August	Monday	22	~8:05 AM		Homeroom
Lockout / Lockdown 1	September	Tuesday	18	~9:05 AM		Period 1
Earthquake 1 Great Shakeout	October	Thursday	18	10:18 AM		Great Shakeout
Fire 2	November	Wednesday	14	~9:55 AM		Period 2
Earthquake 2 (In-class)	December	Friday	14	~11:10 AM		Period 3
Lockdown Drill 2	January	Tuesday	22	~12:00 PM		Period 4
Fire 3	February	Wednesday	13	~1:45 PM		Period 5
Lockout/ Lockdown 3	March	Wednesday	13	~2:05 PM		Period 6
Earthquake 3	April	Thursday	11	~12:50 PM		Lunch
Fire 4	May	Friday	10	TBD		TBD

These tentative dates are subject to change.

A total of 4 fire drills (quarterly) are required per year at intermediate schools.

A total of 2 earthquake drop and cover drills are required per year.

A total of 1 Lockdown drill is recommended per year.

10.5 Staff Release Order Determination

After an incident, staff members will be released from their emergency response duties according to this established release order.

Staff Release Order Plan:

1. Hold staff meeting and determine the release order
 - Determine this during the first staff meeting using the “Staff Release Determination Form” found in the Forms (Section 16) of this plan.
 - The principal will keep the release order list in the Demobilization Procedures section of the emergency plan
 - List will be updated annually

10.6 Emergency Supplies

The school shall keep stocked an Emergency Supplies storage container with the materials necessary to address incident-related demands. This section includes inventory of the site's Emergency Supplies.

General Emergency Supplies

Item	Recommended Qty.	Available Qty.
Sheets / Blankets	10	10
Candles / Nightsticks	100	100
Emergency Blankets	1000	1000
Matches	3 boxes	0 boxes
Bottled Water	256	256
Flashlights + Batteries	20 flashlights / 60 batteries	20 flashlights / 60 batteries
Radio + Batteries	3 radios / 12 batteries	3 radios / 12 batteries
Duct Tape	4	4
Large Plastic Trash Bags	1000	1000
Hardhat	62	62
Safety Glasses	10	10
Safety Vest	60	60
15" Pry Bar	6 – 15" and 2 – 48"	6 – 15" and 2 – 48"
Dust Masks	60	60
Leather Gloves	14 pair	14 pair
Pens/Pencils	240	240
Stretcher	10	10
Megaphone	2	0
Sunscreen	100	0
Paper Towels	4000	0
Portable Toilet	10	10
Toilet Paper	200	192
Folding Table	4	0
Folding Chair	16	0
Scissors	8	6

Medical First Aid Emergency Supplies

Item	Recommended Qty.	Available Qty.
Food bars	3000 x 400 Cal bars	2880 x 400 Cal bars
Water	375 gallons	375 gallons
Hydrogen Peroxide	7	7
Iodine	200	70 bottles
Alcohol Swabs	1200	1200
Assorted Band Aids	1800	1800
Oval Eye Patches	6	0
Tongue Depressors	20	20
Sterile Water (for burns)	2	0
Instant Ice packs	150	150
Hypo-allergenic Tape	25	25
Scissors	6	6
Tweezers	5	7
Gauze Rolls	100	85
Sterile Pads (various sizes)	600	600
Ace Bandages	10	0
Sewing Needles & Thread	1	0
Safety Pins	100	100
Slings	40	40
Anti-bacterial Ointment	150	144
Steri-strips	10	0
Disposable Gloves	500	400
Eye Protection Mask	30	30
CPR Shields	15	15
First Aid Handbook	4	4
Sanitary Napkins	50	48
Cotton Tip Applicators	100	100
Cardboard Splints	20	20

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11.0 EMERGENCY RESPONSE PROCEDURES

In order to best prepare for the unexpected, the procedures established in this section have been developed for the safety of our students and staff.

11.1 Reporting an Incident

Typically, incidents involving a school will come to the attention of a faculty or staff member by observation or telephone notification. Emergency phone numbers will be posted adjacent to telephones, at employee notice boards, and/or at relevant conspicuous locations. The individual discovering or receiving information regarding an incident will do the following:

1. Notify the local emergency responders. The number is 911.
2. In case of a fire, activate fire pull alarm.
3. To activate the Incident Command System, notify the Incident Commander (Principal) and provide them the following information:
 - Your name
 - Nature of incident
 - Location of incident
 - Severity of injuries or property damage
 - Call back telephone number
4. The Incident Commander/Command Staff will sound the necessary alarms or voice announcements and notify the district EOC.
5. Take action to protect students, faculty, staff, and property. Immediate actions may include:
 - Moving people away
 - Isolating and securing the area
 - Providing assistance as needed to students and personnel
 - Directing public safety responders to the scene

11.2 Common Communication Plan Procedures

When emergencies occur, communication is critical to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below are systems and methods as to how emergency communication may be conducted:

Communication hardware and systems available:

1. Telephones/Cell phones
2. Public address system
3. Two-way radios
4. E-mail
5. Runners

Communication Center Set-up Procedures:

1. Pre-designated Communication Center location is subject to change, and may be dependent upon incident.
2. Communication Center location should be established within close proximity of the Incident Command Post.
3. The Command Staff will be responsible for setting up and operating the Communication Center during an incident.
4. The Command Staff will be responsible for contacting the District EOC and emergency responders (if necessary).

Internal Communication during an Incident:

1. Maintain an open telephone line for communication. Limit classroom telephone use to emergencies only.
2. The site's public address system may be used for communication and announcements.
3. **Internal two-way radio communication will be available on Channel 5.** Radios are available in the main office.
4. During a lockdown, communication will take place via the Lockdown Googledoc, email, telephone & radio.
5. During a lockdown with an immediate threat from an armed individual, cell phone will be silenced.
6. Runners may be used as an alternate communication option.

External Communication during an Incident:

1. Communication between the Command Staff, District EOC, and local emergency responders will take place via telephone, two-way radios, Googledoc, and email.
2. **Incident Command Staff will use channel 1 when communicating with the District EOC via two-way radio.**
3. The Command Staff will process incident information through the superintendent or designated District EOC personnel in order to notify persons outside of the school of an existing emergency and the immediate action to be taken, if any.
4. All staff members are asked to refer inquiries and visitors to the Command Staff.
5. During an incident, families will be contacted through the Blackboard system and/or website for information on school closure, student release, assembly areas, etc.

11.3 Fire & Evacuation Procedures

For the protection of all occupants of the building, in case of a fire or disaster, the following evacuation procedures have been established:

1. The set alarm is distinctive and recognizable as a signal to **evacuate**. The evacuation alarm signal established consists of repetitive 4.0 second cycles (0.5 second "on," 0.5 second "off," 0.5 second "on," 0.5 second "off," 0.5 second "on," 1.5 seconds "off").
2. Order a verbal evacuation if the fire alarm does not sound.
3. Notify emergency responders, Call 911.
4. Notify the superintendent.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should clear the building immediately. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office.
8. In case of FIRE ONLY, close the doors upon evacuating.
9. Teachers will take their roll books to the evacuation site, take roll, and complete an attendance report. Teachers will submit report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Director.
10. If an emergency evacuation occurs when you are in the halls, join the nearest class in leaving the building and then report to your designated Evacuation Area.
11. If an exit is barricaded, then the next nearest exit should be used.
12. The Utilities Team shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
13. The Command Staff will take the student emergency forms to the Evacuation Area.
14. Notify students and staff if and when it is safe to return to the school site and/or building under the direction of the Fire Department and in consultation with the Superintendent or designee.
15. If it is unsafe to return to the building, students will be supervised and release procedures will be initiated.

11.4 Earthquake Procedures

Prior to Earthquake

1. Maintain evacuation backpack and clipboard in a visible and easily accessible location adjacent to the evacuation exit.
2. Participate in practice drills and maintain knowledge of emergency procedures.
3. Ensure tall furnishings are secured to the walls to prevent them from falling on individuals and potentially obstructing exits or walk paths.
4. Do not store unsecured heavy items above 72.”
5. Maintain exits free from obstructions.

During An Earthquake

1. The teacher or other staff member will shout the command, “Drop!”
2. The students are to “Duck, Cover and Hold.”
3. If inside the school building students and school employees shall:
 - Get under equipment (desks, tables, etc.) where available.
 - Drop to your knees with your back to the windows and your knees together.
 - Clasp both hands firmly around the legs of a table or a desk; if this equipment is not available clasp your hands firmly behind your neck.
 - Remain in this position until a staff member says the emergency is over.
 - The instruction on what to do next will depend on the good judgment of the teacher/staff member.
4. If students and staff are outside of the school building during an Earthquake:
 - Move away from building, overhead electrical wires and stay away from objects that might fall during an Earthquake.
 - Drop to your knees and clasp your hands firmly behind your neck to protect your head.
 - Wait for shocks to subside.

After an Earthquake

1. Teacher/staff member will check self for injuries
2. Evaluate the classroom situation.
3. If safe, have students line up outside of the classroom.
4. Triage and stabilize students (30 seconds maximum per student) who are unable to follow your directions or have severe/life threatening injuries (Airway, Bleeding and Shock).
5. Escort the students including mobile injured students (by the safest route) to the Evacuation Area. Be careful not to aggravate any injuries. Take mobile injured students to the Medical First Aid Area.
6. Evacuate with your emergency evacuation backpack and clipboard.
7. Complete an attendance report (take roll when you arrive in the Evacuation Area). Report any missing persons, injured persons left behind, individuals taken to First Aid, and room damage to the Evacuation Area Director.
8. Supervise students at the Evacuation Area or report to the Incident Command Post as designated for your assigned job responsibility.

11.5 Lockdown Procedures

A lockdown will be initiated for one or more of the following situations: a major incident in the community or on campus, serious rumors which may affect the safety and security of students and staff of the School, or information from the police department. This may include situations such as rioting, a hostage situation, or a weapon or threat on campus. For the protection of all occupants of the building, in case of a lockdown, the following procedures have been established:

1. A continuous 60-second bell and/or intercom announcement will initiate a lockdown. Do not dismiss class.
2. Ignore all other bells. An "all clear" will be announced over the telephone public address system when the lockdown is concluded. If a fire bell sounds during a lockdown, you are to remain in your room or secured location until advised what to do via email, telephone, public address system or LockDown Googledoc. Do not automatically evacuate until you receive specific instructions.
3. Command Staff or Campus Security Director should shut off main bell system to prevent unwanted bells from sounding.
4. Notify police, call 911. Advise police if you know the location of the shooter, the description or identity of the threat or if you need medical direction for a victim.
5. Notify Superintendent or designated District EOC.
6. Lock the doors, turn off lights, and close the blinds. Do not open a door after a lockdown initiation under any circumstances.
7. Students, Staff, or visitors found outside of classrooms during a lockdown initiation are to find the nearest shelter available. They are to remain under the supervision of the staff member in this location until it has been determined it is safe to leave.
8. Do not attempt to restrain a student who runs outside.
9. Remain seated on the floor during the lockdown.
10. Take roll and account for students and staff and then immediately complete information on LockDown GoogleDoc. If you do not have access to the GoogleDoc Notify Command Staff (via email or telephone) of any missing persons or persons who were swept in from the outside.
11. Use the telephone for emergencies only. Communication during the lockdown will take place via the Lockdown Google Doc in red on the top of the document and by email. Continue to monitor your LockDown GoogleDoc & e-mail. Once the school is secured, communication will be posted on the GoogleDoc giving information relative to the situation. For extended lockdowns, regular updates will be posted to the LockDown GoogleDoc by the principal or designee to provide updates or to let you know that there is no updated information at this time. If the Lockdown GoogleDoc is not available, this information will be communicated by email. NOTE: Communication with substitutes will take place via telephone. Please limit classroom telephone use to emergencies only.
12. Until specific directions are given, students may not use cell phones to place calls, send texts, or access the internet. All cell phones must remain off and put away. This is for security reasons as incorrect information or communication can cause confusion. If the lockdown lasts for an extended period of time, directions will be given to teachers by e-mail as to how cell phones and communication devices may be used by students.
13. The door to your room may be opened by administration to put in students/visitors who are caught out in the hallways during the lock down.

14. The lockdown will be lifted when judged to be safe by the police department, district personnel, or the Incident Commander. At that time "All Clear" will be announced or authorized personnel will go door-to-door, with a master key, and notify each classroom individually.

11.6 Bomb Threat Procedures

Immediately after receiving a bomb threat the following procedures shall be followed:

1. Conduct an initial search of the premises for suspicious objects.
2. Staff members are to turn off all cellular phones and radios.
3. The Command Staff will immediately notify the District EOC, who has the immediate responsibility to notify the Police Department.
4. The Police Department will not send units to the school at this point, but will automatically notify the Fire Department to stand by.
5. If nothing of a suspicious nature is found, the Command Staff and District EOC should determine if they wish to take precautionary measures or proceed with normal activities.
6. In the event a suspicious object or device is found, the Police will be requested at the scene.
7. The fire alarm signal will be used to evacuate the buildings if a threat exists of a general nature, or dismiss classrooms without the use of a bell system if the threat is of a specific nature.
8. If a fire alarm is activated, staff members are to take students to their regularly assigned evacuation area, complying with regular fire evacuation procedures.
9. In the event that the Bomb Squad is required at the scene, the Police Department Supervisor on site will direct the school to initiate an evacuation, as suggested by the Bomb Squad, to whatever distance appropriate by the bomb experts.
10. In the event of an evacuation directed by the Police or Bomb Squad, employees or students will not be allowed to re-occupy buildings or grounds until the Bomb Squad gives such authorization.
11. If school administrators directed an evacuation as a precautionary measure, and the Police or Bomb Squad representatives did not direct such evacuation, then the decision to re-occupy the area rests with the school administration.
12. Upon completion of the search, proper documentation and order given by the appropriate authority, the recall bell will sound.
13. No publicity shall be given to bomb threats even within the schools.

11.7 Search & Rescue Procedures

All Search & Rescue Teams will assign a Team Leader and report all activity and incident information to the Search & Rescue Director. The Search and Rescue Director will report to the Operations Chief. During an incident the following Search & Rescue procedures will be followed:

1. Report to the emergency supplies container to pick up any necessary gear and then check in with the Search & Rescue Director at the Incident Command Post.
2. Refer to the pre-assigned sweep areas or receive a special rescue assignment from the Search & Rescue Director.
3. When you arrive at assigned rescue location, do the following:
 - "Walk the Block." Take a quick look at all four sides of the building to determine if it is safe to enter. If structure has collapsed, is leaning, or has ½ inch wide cracks from floor to ceiling, Do Not Enter.
 - Check all doors for hazards before entering. Check door for heat and door knob for electrical charge. Use the back of your hand when checking door.
 - Use markings on the main entrance that indicate the structure has been inspected and cleared.
4. Conduct a systematic search of the room(s) following the wall to the right during the search. While following the wall, vocally, physically and visually check for victims.
5. Remove non-trapped, live victims first. (If not sure, assume victim is alive).
6. Conduct proper removal of trapped victims. (Use appropriate techniques to remove the victim).
7. Do not remove dead bodies from room.
8. Transport victim(s) to Medical First Aid area.
9. Return to Search & Rescue Director for next rescue assignment.

Important: While conducting a rescue, use radios for emergency contact only, such as, reporting an injured team member, requesting additional assistance to rescue victims, or reporting severe room damage and aborting the rescue.

11.8 Medical First Aid Procedures

All Medical First Aid & Morgue Teams will assign a Team Leader and report all activity and incident information to the Medical First Aid Director. The Medical First Aid Director will report to the Operations Chief. During an incident the following First Aid & Morgue procedures will be followed:

Medical First Aid & Morgue Procedures

1. Retrieve Medical First Aid supplies from the emergency supplies container.
2. Set up Medical First Aid and Morgue areas
3. As victims arrive conduct proper triage procedures.
 - Sort victims according to injury severity (Immediate, delayed, deceased) and tag all victims with a chief complaint using a triage tag or duct tape.
 - List on the tag or tape: Category, time & victim number. If possible, identify individual.
4. Place victims in separate and distinct treatment areas, laying victims head to toe (one row per First Aid Team member).
5. If an individual requires to be exported, prepare victim for transport (cover all open wounds, splint fractures, and make patient comfortable).
6. Monitor victims' condition(s) and recheck periodically to evaluate if condition has changed. "Treat as you go...from head to toe."
7. Keep log of information and destinations of patients.
8. Maintain cleanliness throughout area!

11.9 Student Request and Release Procedures

All Student Request & Release Teams will assign a Team Leader and report all activity and incident information to the Evacuation Area Director. The Evacuation Area Director will report to the Operations Chief. During an incident the following Request & Release procedures will be followed:

Student **Request** Gate Procedures

1. Control line formation of parents at the request gates
2. Parents will come to a check in station where they will indicate which student(s) they are to pick up.
3. The name(s) of the student(s) will be called over the portable speaker system or a runner will be sent to retrieve the student (s).
4. A student will line up at the appropriate table for his alphabetical grouping and indicate that he/she is checking out.
5. Staff at the checkout table will check the emergency release authorization card to be sure that the student is authorized to leave with whoever is there to pick him/her up.
6. If proper authorization is verified, staff will stamp the back of a piece of paper with a special "Emergency Release Authorization" stamp and give the paper to the student, to be shown to staff personnel in order to be allowed to exit.
7. Maintain record of students who have been released (who they were released to & what time)

Student **Release** Gate Procedures

1. Ensure the students being released have the "Emergency Release Authorization" stamp before being allowed to leave campus. This will ensure students are only being released to adults listed on the Emergency Release Authorization Card.
2. If the stamp is missing, redirect adults and their student(s) to the proper checkout area.

Important: If a parent refuses to follow the guidelines for release, the Student Release Team will contact an administrator where every attempt will be made to encourage the parent/guardian to follow the procedures for check out. If the parent refuses to comply with the procedures, and the student seems willing to go with the adult, the team needs to record the following information on the appropriate roll sheet: Name of the person the student was released to, relationship, and time of the release.

11.10 Campus Security Procedures

Campus Security & Utilities Teams will assign a Team Leader and report all activity and incident information to the Campus Security Director. The Campus Security Director will report to the Operations Chief. During an incident the following procedures will be followed:

Campus Security Procedures

1. Lock and secure the exterior gates.
2. Visually assess campus for fires & damage.
3. Keep log of activity and assessments.
4. Maintain communication with the Campus Security Director via two-way radio regarding additional need for personnel to fight a fire or resolve other hazards if possible.
5. Determine the need for personnel to guard buildings or use yellow caution tape to rope off access.
6. Unlock and secure the designated exit for use by Emergency Responders and their vehicles.
7. Survey building for structural damage and report damaged areas.

Utilities Team Shutoff Procedures

1. If needed, shut off the necessary Utilities.
 - Gas: Can be turned off at each meter using the crescent wrench provided at each site to turn the valve into the shut off position.
 - Electrical: Electric service can be shut off at the disconnect switch at each main panel.
 - Water: Water can be shut off at the main valves using the 2 inch square water key provided at each site.
 - Alarms: Can be temporarily disabled by calling the monitor before each drill
 - Post Alarm: (626) 446-7159

11.11 Demobilization & Post-emergency Procedures

Demobilization Procedures:

2. Be sure staff members understand that as a government employee they are required to stay on campus and provide assistance for up to 72 hours if they are needed. Emphasize the need to make arrangements with their families in case this occurs.
3. After completing assignments, staff members are required to check-in with their superior or the Incident Command Staff to await a second assignment or approved dismissal.
4. Staff members will be released according to the established Staff Release List.
5. Develop an after action report for any emergency response due to a declared local emergency for which the governor proclaims a state of emergency, and submit it to the District EOC. The report shall include a review of the response actions taken, application of SEMS, suggested modifications to SEMS, necessary modifications to plans and procedures, identified training needs, and recovery activities to date.
6. The District EOC will then review and submit the after action report to the Office of Emergency Services (OES) within 90 days of the close of the incident period.
7. Conduct a post-incident performance debriefing meeting to discuss incident response actions and determine areas of improvement.

Staff Release Order List:

Group 1:

None

Group 2:

Oh, Moggio, Boecking, Escamilla, Brunner, Bruner, Negroe, Jamieson, Dominguez-Salgado, Rivera, Stopford, Macedo, Schaefer, Moffat, Simpson, Gulick, Gonzalez, Duranso, C. Dahlstein, J. Dahlstein, Aparicio, Bruner, Schaefer, Davignon, Carillo, Good, Stark

Group 3:

Sweeney, Kido, Hang, Miller, Fong, Drake, Brown, Ku, Caire, Doan, Downey, Folsom, Nitta, Nordston, Roberts, Thor, Wong, Zumberge

Group 4:

A-K (2014-15), L-Z (2016-17), A-K (2017-18), L-Z (2018-19), A-K (2019-20), L-Z (2020-21), A-K (2021-22)

Group 5:

L-Z (2015-16), A-K (2016-17), L-Z (2017-18), A-K (2018-19), L-Z (2019-20), A-K (2020-21), L-Z (2021-22)

13.0 EMERGENCY CONTACTS

School Site Contacts

Name	Phone Number	Alternative Phone Number
Huntington MS Main Office	(626) 299-7060	
Two-Way Radio To District EOC	Channel 1	
Two-Way Radio within HMS	Channel 5	

District EOC Contacts

Name	Phone Number	Alternative Phone Number
San Marino District EOC	(626) 299-7004 Ext. 312	
San Marino District Office	(626) 299-7000	

Local Emergency Responder Contacts

Name	Phone Number	Alternative Phone Number
San Marino Police Dept.	9-1-1	626-300-0720
San Marino Fire Dept.	9-1-1	626-300-0735
American Red Cross (Pasadena)	626-799-0841	
Southern California Edison	1-800-611-1911	
Southern California Gas Company	1-800-427-2200	
Sunnyslope Water Company	626-287-5238	
San Marino City Hall	626-300-0700	

14.0 STUDENT INFORMATION

Confidential Student Information to be used during an emergency consists of the following:

1. Student Emergency Release Data
2. Students with Medical Needs List
3. Students with Epi Pen Need List
4. Students with Disabilities

This information will be securely maintained and available during an emergency in the Emergency Bin & the Health Office. Emergency Bin is located on the Southeast Corner of the field. Confidential Student Information is updated annually.

15.0 DOCUMENTATION & RECORDKEEPING

In this section, compliance with SEMS shall be documented in areas of planning (development, revisions, reviews), training, exercises (drills), and performance (activities performed during emergency where SEMS was implemented) per California Code of Regulations, Title 19, Division 2, Chapter 1, §2443 (b).

15.1 Planning Recordkeeping

Planning records of the emergency plan and procedures pursuant to the SEMS regulation will be maintained as documentation of compliance. Planning may include the development, revisions, or changes made to the plan or its procedures.

15.2 Exercises Recordkeeping

Documentation of SEMS emergency plan and procedures exercises performed throughout the year will be maintained as records of compliance. Exercises may include mandated drills and participation in the great shakeout drill.

15.3 Training Recordkeeping

SEMS training provided for emergency response personnel is documented and records are maintained within the program or integrated with the school's training documentation system. Training records for employees holding an emergency response role should be maintained for the duration of his/her employment.

The following training records will be maintained:

1. Name of the training course
2. Name of instructor
3. Location of training
4. Date of training
5. Documentation of the school's SEMS training program (including copies of the training materials used, such as, instructor syllabus, lesson plans, exercises, and tests)

15.4 Performance Recordkeeping

Performance records of the actions and activities executed during an incident according to the established emergency plan and procedures pursuant to the SEMS regulation will be maintained as documentation of compliance. Performance includes all activities performed during the emergency where SEMS was used or implemented.

16.0 FORMS

The following forms may be found in this Section:

- Attendance Report Form
- Medical First Aid Log Form
- Bomb Threat Checklist Form
- School Emergency Drill Evaluation Form
- Annual Notice to Employees
- Staff Release Determination Form

**SAN MARINO UNIFIED SCHOOL DISTRICT
HUNTINGTON MIDDLE SCHOOL**

EMERGENCY ATTENDANCE REPORT FORM

Teacher/Staff Name: _____

Room #: _____

Prior to taking attendance, ***IMMEDIATELY*** send this form to the Evacuation Area Director if any of the following apply. Check ALL that apply:

- Injured Student(s) left behind
- Injured Buddy Staff left behind
- Fire in Room
- Gas Leak in Room
- None. Complete Attendance Report below.

1. Please take class attendance when arriving at the Evacuation Area.
2. Check the box below if ALL individuals are present and accounted for, otherwise fill out the chart below for any ASBSENT STUDENTS (students who did not attend school this day), MISSING STUDENTS/STAFF (unknown whereabouts), STUDENTS TAKEN TO THE FIRST AID STATION, STRAY STUDENTS (wandering students who you've taken under your care), or other reasons as to why a student or staff member is not able to be accounted for (uncooperative parent who took student).
3. Send this completed report to the **Evacuation Area Director**.

Check Box if ALL are present and accounted for.

No.	Name	Absent Entire Day	Missing, Unknown Whereabouts	Taken to First Aid Station	Stray Student Under Care	Other/ Comments
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						

MEDICAL FIRST AID LOG FORM

Date: _____

[illegible]

**SAN MARINO UNIFIED SCHOOL DISTRICT
HUNTINGTON MIDDLE SCHOOL**

BOMB THREAT CHECKLIST

Exact time of call: _____

Exact words of caller: _____

QUESTIONS TO ASK

1. When is bomb going to explode? _____

2. Where is the bomb? _____

3. What does it look like? _____

4. What kind of bomb is it? _____

5. What will cause it to explode? _____

6. Did you place the bomb? _____

7. Why? _____

8. Where are you calling from? _____

9. What is your address? _____

10. What is your name? _____

CALLERS VOICE {circle}

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

If voice is familiar, whom did it sound like? _____

Were there any background noises? _____

Remarks: _____

Person receiving call: _____

Telephone number call received at: _____

Date: _____

Report call immediately to: _____
(Refer to bomb incident plan)

**SAN MARINO UNIFIED SCHOOL DISTRICT
HUNTINGTON MIDDLE SCHOOL**

EMERGENCY DRILL EVALUATION FORM

Observer:

**School Name &
Location:**

Drill Date:

Observer(s):

Type of Incident:

Drill Length:

Agree Strongly 5 ----- **Disagree Strongly** 1
4 3 2

1. School's written Emergency Plan is available on site.
2. School's written Emergency Plan is easily located and referenced by staff at beginning of the exercise.
3. School's written Emergency Plan is current and up-to-date.
4. Response was organized and managed using SEMS and Incident Command System (ICS).
5. Incident Command Post (ICP) was promptly established in a safe and accessible location.
6. Incident Commander assesses crisis and impact on students, staff and property.
7. Utilities were checked and reported to IC.
8. Common Communication plan was established and maintained throughout drill.
9. Teachers and students evacuated as directed in an orderly manner to their designated location.
10. All staff and students were accounted for and attendance reports were filled and submitted.
11. Information on missing students and/or staff is reported to the IC and to the District EOC.
12. Pre-designated Emergency Station Locations were designated and established.
13. Medical First Aid Teams and Director conduct triage and report to Operations Chief, who reports to the ICP.
14. Search and Rescue Teams and Director sweep the campus and report to Operations Chief, who reports to the ICP.
15. Student request & release area had emergency data cards available. Monitors were present.

16. ICP reports incident information to the District EOC.

Comments:

**SAN MARINO UNIFIED SCHOOL DISTRICT
HUNTINGTON MIDDLE SCHOOL**

ANNUAL NOTICE TO EMPLOYEES FORM

Dear Fellow School District Employees:

As school personnel, it is our duty and responsibility to protect the children entrusted to the care of this School District. All school personnel, without exception are obligated to prepare themselves for competent service in the emergency/disaster preparedness program in the District and to render this service willingly in all of its ramifications—planning and evaluation, training, execution of plans, and recovery. During a disaster situation, all school district personnel will perform their responsibilities with a singleness of purpose—the protection of students, staff and district property for the length of time necessary to fulfill those responsibilities or until they are relieved.

As California State Employees, school personnel are designated as Disaster Service Workers subject to service as may be assigned to them by their supervisors or by law. Should a disaster strike during school hours, all employees are required by law to remain at their assignment unless officially released by the Superintendent or the Superintendent's designate. Should a disaster take place in the middle of the night, employees shall report to work at their regular work time if reasonably possible for assignment as a Disaster Service Worker unless otherwise instructed by their supervisor. (*Refer to Government Code, Chapter 8, Section 3100).

For this reason, all school personnel should have an emergency plan clarified with their families. Assign the task of picking up your children to your spouse, friend, or neighbor. Assure your children that they will be safe and cared for at school or home. Inform a neighbor that your responsibilities at school may make it impossible for you to get home. Ask someone to turn off your utilities if it becomes necessary to do so. Update your family emergency plan yearly.

For more information, please visit the following website:

California Emergency Services Act
<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=gov&group=08001-0900&file=8550-8551>

I have read this page and understand my responsibilities as an employee of the School District and as a California designated Disaster Service Worker.

Employee Signature

Print Name

Site

Position

Date

**SAN MARINO UNIFIED SCHOOL DISTRICT
HUNTINGTON MIDDLE SCHOOL**

STAFF RELEASE ORDER DETERMINATION FORM

Name: _____

School Year: _____

Which of the criteria below best describes your personal situation:

**It is not necessary to complete this application if
none of the criteria apply to your personal situation.**

- _____ 1. Dependent(s) who are under the supervision of a single caregiver. Example – children at home with a babysitter or an elderly person with a day nurse.
- _____ 2. Dependent(s) who are under the supervision of more than one adult. Example – a child (K-12) at school, preschool, or other day care facility.
- _____ 3. Dependent(s) without supervision or receive periodic supervision. Example – an elderly person who is home alone or looked in on part of the day by a friend or neighbor.
- Ø All other staff who do not meet the criteria above will be released alphabetically according to the first letter of their last name. We use A-K and L-Z as a general division and alternate groups every other year.
- Ø Other criteria will not be considered in approving this application.
- Ø No staff member will be immediately released until the students of Huntington Middle School are adequately cared for.
- Ø The Incident Commander (Principal or designee) will determine the release time in the event of an emergency.
- Ø The names of staff who qualify for early release will be published in the "Demobilization" section of the School Emergency Plan.
- Ø This application **must be** renewed on a yearly basis.
- Ø **Failure** to submit this application by the established deadline will result in the applicant not being placed in the first release group.

**H.E. Huntington Middle School
School Site Council Roster
2019-2020**

Parents:

Sean Gil (2)
Lisa Want (2)
Lily Ho (1)

Certificated:

Lettie Aranda (2)
Kris Good (1)
Cecilia Salgado (1)
Denise Wadsworth (2)

Other:

Gina Aparicio (2)
Alana Faure, Principal
Sharon Chou, ASB President
Frank Dong, ASB Co-VP
Caroline Louie, ASB Co-VP

Certification of Assurances

**San Marino Unified School District
Comprehensive School Safety Plan
Senate Bill 187 Certification of Assurances**

Huntington Middle School has a safe campus with an environment that is conducive to learning.

The attached Comprehensive School Safety Plan (CSSP) is in compliance with the provisions required for Senate Bill 187, Chapter 73. This plan has met the following requirements:

1. The attached CSSP contains the required components required by Education Code 32280-32289.
2. The School Site Council includes the following representatives: Principal and/or Assistant Principal, SMTA certificated employee, CSEA classified employee, and parent representatives.
3. The School Site Council consulted with law enforcement and fire agencies when writing this plan. (NEMS)
4. The School Site Council conducted a public hearing on to gain public input into the plan. Appropriate revisions were made.
5. The School Site Council adopted the recommended CSSP.
6. A copy of the CSSP has been provided to San Marino Police Department, San Marino Fire Department, the Director of Maintenance & Operations, and the Superintendent or his designee.
7. The Board of Education adopted the original plan on March 11, 2014. It has been updated this year on January 8, 2020.
8. Information in the plan will be disseminated to all teachers, parents, and students.
9. School Site Council Meeting Date: January 28, 2020
10. Board of Education Meeting Date: ~~March 10, 2020~~ February 25, 2020

Principal

SMTA Member

PTA/PTSA Representative

San Marino Fire Department

School Site Council Representative

CSEA Member

San Marino Police Department