

# **Comprehensive School Safety Plan SB 187 Compliance Document**

**2019 - 2020  
School Year**

**School:** Valentine Elementary School  
**CDS Code:** 19649640000000  
**District:** San Marino Unified School District  
**Address:** 1650 Huntington Drive  
San Marino, CA 91108-2503  
**Date of Adoption:** March 10, 2020

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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 21<sup>st</sup> 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)

### Valentine Elementary School Safety Committee

The Valentine Elementary School Site Council reviews each year the Comprehensive School Safety Plan as updated by the school principal. The plan is presented to the Site Council for review at an open meeting of the School Site Council. Following the rules of the Site Council, the meeting is announced by proper notice to the school community including parents and staff. The plan is approved by the School Site Council each year prior to the submission of the plan 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

#### (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)**

See attachments

#### **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 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. (Ed Code 48915(g).)
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900 (n).
5. Possession of an explosive. As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

C. Pre-Suspension Conference

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

**Notification of Parent/Guardian**

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

D. Report

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

E. Parent's Conference

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

F. Emergency Suspension

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

G. Length of Suspension

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

H. Suspension Meeting (Ed Code 48914)

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

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

1. The principal or the principal's designee shall, prior to the suspension of any student, notify the appropriate law enforcement authorities of any acts of the student which may violate Section 245 of the Penal Code (relating to assault with a deadly weapon or force likely to produce great bodily injury).
2. The principal or designee shall, within one school day after suspension of any student, notify by telephone or other appropriate method the appropriate law enforcement authorities of any act of the student which may violate subdivision 1 (C) or 1 (D) noted in Grounds for Suspension or Expulsion.
3. The principal or designee shall notify appropriate law enforcement authorities of any acts of a student that may involve the possession or sale of narcotics or of a controlled substance or a violation of Penal Code Section 626.9 or 626.10 (relating to possession of weapons on campus), even if the student has not been suspended or expelled.
4. A principal or designee reporting a known or suspected act described above is not civilly or criminally liable for the report unless it is proven that the report was false and that the person making the report knew it was false or made the report with reckless disregard for the truth.

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

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

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

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

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

a. Student with Previously Identified Exceptional Need(s)

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

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

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

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

Except as expressly provided in Section 3 (K) 1 and 2, above, or 4, below, (Suspension by Governing Board), the total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a student enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the student may be suspended shall not exceed 30 school days in any school year.

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

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

A. Length of Suspension

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

B. Suspension from Continuation School (Ed Code 48912.5)

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

C. Closed Session

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

D. Notice to Parents of Closed Session

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

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

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

6. Community Service Alternative (Ed Code 48900.6)

As part of, or instead of other disciplinary action, except in instances where suspension is required by the Education Code, the Governing Board, the superintendent, the principal or the principal's designee may require the student to perform community service on school grounds, or with written permission of the parent or guardian of the student, off school grounds, during the student's non-school hours. Community service may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher or youth assistance programs or such work performed in the community. This section may apply if a recommended expulsion is not implemented or is, itself, suspended by stipulation or administrative action.

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

- A. A student who commits an action enumerated in Grounds for Suspension or Expulsion, or has been habitually truant or irregular in attendance from instruction upon which he or she is lawfully required to attend, may be involuntarily transferred to continuation school.
- B. Involuntary transfer to a continuation school shall be imposed only when other means fail to bring about student improvement, provided that a student may be involuntarily transferred the first time he or she

commits an act enumerated in Grounds for Suspension or Expulsion if the principal determines that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

- C. Before implementing the transfer, the district shall send the student and parent or guardian written notice of the opportunity to request a meeting with the superintendent's designee prior to the transfer.
- D. At the meeting, the student or the student's parents or guardian shall be informed of the specific facts and reasons for the proposed transfer and will have the opportunity to inspect all documents relied upon, question any evidence and witnesses presented, and present evidence on the student's behalf.
- E. None of the persons involved in making the final decision to make an involuntary transfer to a continuation school may be on the staff of the school in which the student is currently enrolled at the time the decision is made. The district's decision to transfer shall be in writing, stating the facts and reasons for the decision, and sent to the student and the student's parents or guardian. It shall indicate the process for review pursuant to 7 (F) below.
- F. Involuntary transfers to a continuation school will be reviewed annually by the superintendent or designee upon student request. The review will take place in a meeting where the student and/or student's parent or guardian may present information supporting the request to return to a regular program.

#### 8. Exclusion from District Property/Activities

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

### Expulsion

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

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

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

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

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

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

- 1. Causing serious physical injury to another person, except in self-defense
- 2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the student (See definition of "knife" in Immediate Suspension, 3 (B))

3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (i) the first offense of the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; (ii) the possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician
4. Robbery or extortion.
5. Assault or battery upon any school employee, as defined in Penal Code Sections 240 and 242.

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

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

2. Governing Board Action on Expulsion Recommendation

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

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

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

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

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

3. Procedures for Student Expulsion

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

B. Timing of expulsion hearing:

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

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

C. Written Notice to Parent/Guardian of Expulsion Hearing

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

1. The date and place of the hearing.
2. A statement of the specific facts and charges upon which the proposed expulsion is based.

3. A copy of the disciplinary rules of the district that relate to the alleged violation.
4. Notice that the student or the student's parent/guardian has the right to appear in person or to employ and be represented by counsel or by non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.
5. Notice of parent's and student's obligation to notify other school districts upon enrollment, of expulsion from the 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, determines that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board or the hearing officer or Administrative Hearing Panel. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness shall be made available to the student, student's parent or guardian, and student's counsel or non-attorney advisor.
3. If the student, parent, or representative of the student fails to object at the hearing that these rules are not being properly followed, or that any other law or requirement of due process is not being followed, the objections shall be deemed waived.

#### I. Subpoena Power

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

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

1. A complaining witness must be given five days' notice prior to being called to testify and is entitled to have up to two adult support persons, including, but not limited to, a parent guardian or legal counsel present during his/her testimony. Prior to a complaining witness testifying, support persons will be admonished that the hearing is confidential. These provisions do not preclude the hearing chairperson from removing a support person if the hearing chairperson finds that the person is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Penal Code Section 868.5 must be followed.
2. A complaining witness has the right to have his or her testimony heard in closed session when testifying at a public hearing would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threat and harm, including but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed circuit television.
3. Evidence of specific instances of a complaining witness prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the hearing chairperson that extraordinary circumstances exist requiring that specific instances of a complaining witness prior sexual conduct be heard. Before the hearing chairperson makes such a determination, the complaining witness must be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to



be represented by a parent, guardian, legal counselor or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

4. At the time the expulsion is recommended, the complaining witness shall be provided with a copy of the applicable disciplinary rules and advised of his or her right to (1) receive five days' notice of the complaining witness' scheduled testimony at the hearing; (2) have up to two adult support persons of his or her choosing present at the hearing at the time he/she testifies; and (3) to have the hearing closed during the time he/she testifies.

5. The expulsion hearing may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a 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.

California Education Code excludes students in Grades K-3rd from suspension provisions.

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

Procedures to Notify Teachers of Dangerous Pupils (ES 49079)

San Marino School District AR 4185 4258 4358

Any employee may use reasonable and necessary force for his/her 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 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 Institution 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 Institution 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 Institution 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 Institution 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 pronation officer to the superintendent of the new district of attendance. (Welfare and Institution 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 Institution 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.

#### **(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)**

Appropriate school dress is expected at all times. Students are expected to dress in a safe, healthy and non-distracting manner. Athletic shoes or other closed-toe, closed-heel, securely fastened flat-soled shoes must be worn at school at all times. Sandals of any kind, backless shoes, shoes with in-appropriate/unsafe heels, or shoes with cleats are inappropriate and may not be worn. Long skirts, bare midriffs, short shorts, spaghetti straps and tank tops are not appropriate. No hats are allowed in the classroom, but hats and other sun-protective clothes are allowed & encouraged for outside activities. T-shirts with advertisements about cigarettes, beer, alcohol or other substances are inappropriate school attire and may not be worn. Gang affiliated items which are viewed as evidence of membership or affiliation in any gang is prohibited.

#### **(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.

See School Discipline Rules and Consequences section (I) for steps in the discipline process at Valentine Elementary School.

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

##### **Component:**

A comprehensive school improvement plan shall include procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

##### **Element:**

A comprehensive school improvement plan is monitored and updated as appropriate by our School Site Council which includes representatives from classified and certificated staff, parents, PTA officers.

##### **Opportunity for Improvement:**

The Valentine campus is secured by fencing around the perimeter of the campus and gates at each entry. Gates are open at the start of campus supervision 8:15 AM until school starts at 8:30 AM and at the end of the school day for ingress at the office entrance & Sherwood Road entrance. Only students are permitted to enter the campus from 8:15-8:30. Gates are locked during the school day for ingress to the campus. All entrance to the campus must occur at the office entrance where the gate is controlled by a camera & security entrance monitor system. Entrance to campus during the school day is limited to staff, students, parents with an appointment or pre-approved purpose/activity. Entrance through the office instead of a gate outside of the office would improve our security.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Goal #1.0 All students and staff members are provided a safe teaching and learning environment.				
Success Indicator 1.1 Access to the Valentine campus during the school day is limited to students and adults with a designated pre-approved purpose.	Installation of security monitoring system at front office gate.	District Safety Funds	Colleen Shields	Installation Complete & System Operation Checklist
	All gates locked on campus prior to 8:15 AM.	Building staff	Colleen Shields	Campus Security Checklist
	Entrance gates for arrival designated & staff scheduled to greet students at each location & limit entrance of adults	Building staff	Colleen Shields	Campus Security Checklist
	All gates locked on campus at 8:30 AM	Building staff	Colleen Shields	Campus Security Checklist
	Procedure for staff to designate adults authorized to enter campus during the school day established & implemented. Procedures to include notification system by staff to office.	Building staff	Colleen Shields	Campus Security Checklist/ Visitor Log
	Signs at all exits on campus displayed to direct person exiting to close gate & not allow entrance.	Building Safety Funds	Colleen Shields	Campus Security Checklist
	Students & parents notified of closed campus procedures; reminders during the school year	Val APP and Constant Contact Updates	Colleen Shields	Emails, notices
	Gate keys provided to all staff members	District Maintenance Department	Colleen Shields	Gate Key Security Checklist
	Signs to remind individuals to close gate when exiting installed in English & Chinese	Building safety funds	Colleen Shields	Installation

**Component:**

Safe Teaching and Learning Environment

**Element:**

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

**Opportunity for Improvement:**

The revision of a comprehensive school safety plan will ensure that all required components by state law are included in our plan.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Success Indicator 2.1 Valentine Elementary School maintains a compliant Safe Schools Plan	2.1 Valentine ES Site Council will oversee the revision of a comprehensive school safety plan relevant to the needs of VES. The plan and its revisions will be constructed using state provided guidelines and Ed.Code regulations.	2.1 Comprehensive School Safety Plan Self Monitoring Tool Ed Code 32280-32289	Colleen Shields, Principal	Completed Comprehensive Safe School Plan
Success Indicator 2.2 Valentine Elementary School maintains an up-to-date emergency response plan.	2.2 Valentine ES Site Council will oversee the revision of the emergency response plan using state provided guidelines.	2.2 Comprehensive School Safety Plan Self Monitoring Tool Ed Code 32280-32289	Colleen Shields, Principal	Completed Comprehensive Safe School Plan
Success Indicator 2.3 Valentine Elementary School consistently follows established local and district discipline policies and will intervene at the earliest point where students exhibit at-risk behavior.	2.3 Staff safety committee will review discipline data & staff survey on effective interventions.	2.3 Comprehensive School Safety Plan Self Monitoring Tool Ed Code 32280-32289	Colleen Shields, Principal	Safety Committee Discipline Report
Success indicator 2.4 Valentine Elementary infuses appropriate health, safety and legal education into the core curriculum.	2.4 Continued implementation of Second Step curriculum at all grade levels.	Second Step Curriculum	Colleen Shields, Principal	Second Step student survey review
Success Indicator 2.5 Valentine Elementary School involves parents and students in addressing school safety issues.	2.5 PTA general meeting presentations, emails to parents following Second Step Lessons, Site council input on safety plan.	2.5 Comprehensive School Safety Plan Self Monitoring Tool Ed Code 32280-32289	Colleen Shields, Principal	Site Council review of parent input
Success Indicator 2.6 Valentine Elementary School set appropriate standards for both students and adults to encourage caring & supportive interaction and a productive school environment.	2.6 Review handbook for updates on standards	2.6 Comprehensive School Safety Plan Self Monitoring Tool Ed Code 32280-32289	Colleen Shields, Principal	Site Council review of updates

Objectives	Action Steps	Resources	Lead Person	Evaluation
Success indicator 2.7 Valentine Elementary has mechanisms to support positive student character development.	2.7 Continued implementation of Second Step in all classrooms, Mind Yeti implementation in all classrooms	Second Step & Mind Yeti curriculum	Colleen Shields, Principal	Student & staff survey review

**Component:**

Safe School Professional Development

**Element:**

All school personnel receive appropriate professional development that includes training on the implementation of a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response.

**Opportunity for Improvement:**

Updated training & procedures on response to armed intruder & student mental health issues.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All school personnel will receive training on response to armed intruder on campus.	Principal & Counselor & PE teacher will receive ALICE certification training.	School Site Emergency Funds	Colleen Shields	Course & certification completion
All school personnel will receive training on response to armed intruder on campus.	Principal, Counselor, PE teacher will provide ongoing training & scenarios using ALICE curriculum	ALICE training materials	Colleen Shields	Staff survey at year-end
All school personnel will receive training on response to armed intruder on campus.	All staff will participate in ALICE online training	School Site Emergency Funds	Colleen Shields	Course completion online data
School staff will receive training for STOP the BLEED emergency	Obtain STOP THE BLEED trainer	Huntington Hospital, SMFD	Colleen Shields & Stacey Beavers, Jim Fahey	Completion & Staff Signin
STOP the BLEED bandages available in all classrooms & locations	Purchase STOP the BLEED bandages	Site Safety Funds	Colleen Shields	Inventory complete
Staff will have updated system to communicate & account for staff & students during an emergency	Implement CATAPULT system	Site Safety Funds/Technology Staff	Colleen Shields	System purchased & on all staff devices
Staff will be adequately trained on use of emergency communication system	Training & Practice sessions for all staff	Site Safety Funds/Technology Staff	Colleen Shields	Course Completion Certificate/Sign in for Practice Drills
Students will be trained on procedures & response to armed intruder on campus.	Safety Team develop a plan for student training & practice	Site Safety Funds/ALICE training	Colleen Shields	Completion of Check list

Objectives	Action Steps	Resources	Lead Person	Evaluation
All staff will be trained on warning signs & referral procedures for at-risk student behavior	Train staff on procedures for referral, suicide at-risk behaviors	District Procedures Plan	Colleen Shields, Breanna McGuire, Stacey Beavers	Sign in for Staff Training
Site will have a designated Safety Team with representatives from each grade level, specialists, office staff	Create team & Provide specialized training for Catapult	Site Safety Funds/Technology Staff	Colleen Shields	Team Checklist completed

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

### Valentine Elementary School Student Conduct Code

#### Discipline Policy

The goal of our discipline program is to promote responsible decision making, respect for self and others, respect for property and pride in appropriate behavior. One of our primary responsibilities as a school is to promote a safe, productive learning environment, and it is our belief that communication and teamwork between the home and the school are important in promoting good citizenship and a secure school.

Teachers will present basic rules and regulations for the classrooms and playground. Our rules involve creating a safe and orderly working environment for all and will include the following: treating others with respect and as you would wish to be treated; playing safely with no rough play, fighting, or play fighting at any time; and using language that is appropriate to the school setting - there is to be no profanity or demeaning name calling. Students are expected to walk on the blacktop area and avoid walking through designated game areas. Our complete Discipline Plan is outlined below and includes specific school rules.

#### Valentine Elementary School Discipline Plan

We believe that together, we will promote an academically, physically, socially and emotionally safe environment in which every individual accepts personal responsibility for making a positive contribution to the harmony and welfare of the school as a whole.

We strive to have excellent character and good citizenship!

#### Integrity

Make a choice to be your best; be honest, be loyal, honor your commitments; and keep your word.

#### Respect

Make a choice to treat others with courtesy and respect.

#### Kindness and Compassion

Make a choice to be thoughtful of others, always striving to be kind and considerate.

#### Responsibility

Make a choice to think before you act; consider consequences; and be accountable.

#### Citizenship

Make a choice to play by the rules; do your share; and be charitable.

We play by the rules!

Be in class, on time and ready to learn

Treat others as you wish to be treated

Be courteous, kind and positive.

Be trustworthy  
Keep your hands, feet and unkind words to yourself  
Follow directions  
Take responsibility for your actions  
Take the initiative to solve problems positively  
Show pride and loyalty for yourself and your surroundings

We accept responsibility....

As students, we will...  
Show courtesy, trust, caring, respect and fairness  
Abide by the guiding principles  
Uphold the school standards  
Accept responsibility for decisions and actions  
Abide by the policies and laws of the Board of Trustees and the State of California

As parents, we will...  
Model courtesy, trust, caring, and respect  
Support our student(s) in being in school, ready to learn.  
Participate actively as members of the school community  
Be informed about school policies and events  
Work as partners with the staff in the problem solving processes  
Hold high expectations for our children's productive, responsible behavior.

As teachers, we will...

Maintain professionalism as we model courtesy, trust, caring, respect and fairness  
Provide a well-organized instructional period and engaging work to facilitate good study habits and independence.  
Properly supervise students at all times.  
Be primarily responsible for managing discipline in our classrooms.  
Maintain high expectations for productive, responsible behavior.  
Set responsible and reasonable limits, make fair judgments, and follow through with appropriate procedures for rewards and/or consequences for behavior.  
Cooperate with students, parents, and administration in a positive problem solving process.  
Facilitate home-school communication and parent participation in problem solving.  
Refer students to the appropriate support staff after appropriate measures to manage disruptive behavior have been unsuccessful.  
Uphold all Board of Education Policies and laws of the State of California.

As support staff, we will.....

Maintain professionalism as we model courtesy, trust, caring, respect and fairness.  
Support students in making positive choices to maintain standards for academic excellence.  
Be a positive role model.  
Supervise the students on and off school grounds during school activities.  
Support the certificated staff in conflict situations.  
Participate in gathering information and problem solving.  
Uphold all Board of Education Policies and laws of the State of California.

As the principal, I will...

Facilitate collaborative development of school-wide procedures and programs that promote a safe, respectful learning environment.  
Maintain professionalism as I model courtesy, caring, respect, and fairness.  
Provide support for the staff in the implementation of the discipline plan.  
Provide strong, positive leadership in the development, implementation and evaluation of the Valentine Code of Conduct.  
Uphold all Board of Education Policies and laws of the State of California.  
Provide leadership in maintaining a healthy, safe, productive and content environment.  
Accept ultimate responsibility for resolution of conflicts at the school site-level.  
Research and mobilize school-community resources to develop activities that encourage students to feel good about themselves and their school.  
Be an effective school-community liaison.

Valentine children are productive students!

Occasionally, a student may behave in a manner that is counterproductive to a well-ordered, positive learning environment focused on teaching and learning. In each of these incidents, there is a unique opportunity for a child to learn decision-making and problem solving skills in lessons that are a foundation for lifelong productive behavior.

In the classroom, consequences for unproductive behavior will include a variety of actions depending on the situation including but not limited to the following: warning, teacher-student conference, a teacher-parent-student problem solving phone call or conference, and/or other classroom-interventions that are the natural consequence for the specific behavior. For example, if an assignment is not completed, the child may be asked to finish the work during playtime; or if a student is disruptive, his/her seat may be moved to a place where the disruption is no longer possible.

If the problem continues, the teacher may hold a conference with the parent, the child and the principal to construct a contract that outlines the behavior to be improved and rewards and consequences for changing or continuing.

The teachers with children who have special needs are fully aware of each child's Individual Education Plan or 504 Plan contents and will seek support from the case carrier as part of the plan to address issues arising in students with disabilities.

Our staff uses “teachable moments” of discipline situations to support changes in behavior and to build problem solving skills. The following problem solving skills are appropriate to address these “teachable moments” when misbehavior occurs.

- To truthfully describe the problem in a clear and concise way
- To be able to view the problem from a personal and broader perspective
- To have empathy and compassion when appropriate
- Respect the personal space of others.
- To access and use strategies for problem resolution
- To access and use strategies to calm down prior to responding
- To make a decision to seek adult assistance when appropriate
- To be responsible and accountable for one’s role in the problem
- To cease future behavior that caused or exacerbated the problem.
- Accept consequences as appropriate.

Strategies and Consequences to address unsafe or disrespectful behavior:

In or out of the classroom unsafe or disrespectful behavior must be immediately addressed. The goal is to use the problem as an opportunity for the misbehaving child to effect positive change at this teachable moment and to provide an appropriate consequence.

Unsafe or disrespectful behavior must be taken seriously. It is important to remember that there is no one right way to address this type of behavior in that the circumstances, frequency, complexity, and special needs are all considerations when determining appropriate consequences. At the same time the following guide provides a starting point for determining a suitable strategy to extinguish unwanted behavior, encourage appropriate social conduct and provide an appropriate consequence.

### Progressive Discipline

School is an important place for children to learn the social skills they will need to be successful in life. Misbehavior is an opportunity to teach the child kindness, self-discipline, trustworthiness and respect. To make a difference in helping the child to develop a conscience to guide them in future life, the consequence is most effectively related to the misbehavior.

At Valentine Elementary School we follow a progressive discipline plan where discipline interventions begin at the least intrusive level and work up to more restrictive and punitive levels if a student continues to repeat poor choices and inappropriate behaviors.

Flexibility and effective action are the keys. First and foremost, the consequence must be related to the misbehavior, taking into account any special needs the child may have.

Consequences for misbehavior may include the following:

Student assigned a "time out" to sit and think about the situation and/or find alternative solutions. Playground infractions could result in an immediate "time out" or referral to the lunch recess "time out location".

Student is redirected to another activity.

Student receives a written discipline notice to the teacher or principal.

Student will complete in writing a "Think Time" sheet to describe the situation and reflect on future appropriate behavior choices.

Student will write an apology note or verbal apology to students or staff members involved.

A discipline notice is sent home to be signed by parent and returned to school.

A phone contact with parent by teacher or principal.

Conference with the principal

Conference with the student, parent, teacher and principal

In-house, short or long term suspension

Any serious act of disrespect, physical aggression, bullying, hate, alcohol/drugs, vandalism or stealing must be referred immediately to the principal. These are some of the behaviors described in Education Code 48900 that command serious consequences that may include suspension or expulsion. Please see the Zero Tolerance Policy section in this handbook.

#### Valentine School Rules

Be safe, be respectful, be responsible, be a problem-solver

#### Before School

Our campus opens for students at 8:15 AM. Students should not be on campus before 8:15 AM except to participate in before-school scheduled activities or to attend the City of San Marino Daycare.

Students should go directly to the playground after arriving on campus. Except on rainy days, students should not be in the hallways or corridors before the 8:30 AM bell.

Students may play in the designated areas on the playground from 8:15 AM to the first bell.

Listen for the 8:30 AM bell. All students should immediately walk to your classroom at the 8:30 AM bell.

Please follow the silence in the hallways rule when you reach the concrete hallways.

#### Hallways/Walkways

Move through the hallways without talking- silence in the hallways.

Always Walk- no running, skipping or speed walking.

Alone, with friends, or as a class walk safely at all times facing forward.

Watch where you are going and walk in a single file line.

Be respectful of classes in the hallway and recognize the right of way.

Be cautious near doors/entrances and walk outside of the yellow doorway circles.

Don't cut others off- give special consideration to younger students who move slowly.

Walk directly to your destination. Do not stop to play, hide etc.

#### Recess/Playground

Respect all staff on the playground.

Follow directions the first time they are given.

When a whistle blows during play STOP, LOOK and LISTEN.

Be sure to use the restrooms and drink fountains during the recess play period. You may not use the restrooms or drink fountains after the recess bell when you are walking to class.

Eat snacks only while sitting at the tables in the lunch court or on the playground.

Sand, wood chips, rocks, and sticks stay on the ground.

Running is not allowed on the blacktop area except as part of play in the basketball court, kickball or switch-it courts.

No tackle football, play fighting or playing rough.

Respect others- keep your hands and feet to yourself.

Use all play equipment properly and appropriately as instructed.  
Share equipment and take turns.  
Return equipment that you have checked-out.  
Play by game rules.  
Don't argue if you are called out.  
Try to solve problems by talking it out- get help if you need it from playground staff.  
Stay within the playground boundaries.  
Tag games are not allowed on the blacktop, hallways, bathrooms, BigToy area, or Lunch Court.  
Balls are bounced on the ground and ball walls- not the building.  
Listen for the "End of Recess" bell and follow these directions:  
Safely get down immediately from all play equipment.  
STOP. Remain in place, stop all talking, and wait.  
Listen for the whistle.  
Collect and return any equipment you are using.  
Walk to your classroom. Remember to be silent when you enter the hallways.  
Enter your classroom quietly and ready to learn.

### Lunch/Snacks

Lunch brought from home must be eaten in the lunch court.  
Students purchasing school lunch should walk quietly to and from the cafeteria.  
Respect and obey the lunch supervisors.  
Enter the lunch court and cafeteria quietly and orderly.  
While you are eating, sit quietly facing your table and focusing on eating your food.  
Talk in an appropriate conversation voice only to the people sitting on either side of you and in front of you in your table group.  
Do not trade, share, or give away any food.  
Raise your hand if you need help.  
Leave your seats only to throw away trash or to use the restroom. Students may not go to other table groups for conversations during lunch time.  
Stay at your table until dismissed by the lunch supervisors.  
Use good table manners and clean crumbs, spills, trash and messes in your area before you leave the table.  
Walk from the lunch area to the playground. Walk on the blacktop to your play area. Take special care to watch for younger, smaller students walking on the blacktop as they return to class.

### Assemblies

Hallway rules should be followed as students walk silently to the Little Theatre, Playground or Huntington Middle School Auditorium.  
Please remember that we are guests at Huntington Middle School. We must be silent and respectful as we walk through their hallways in a single file line.  
Enter and exit the assembly area quietly and safely.  
Use quiet voices before and after the assembly.  
Sit with your bottom on the floor or ground- be still- when on the playground or in the Little Theatre. Sit with your bottom on the seats in the auditorium- be still- do not bounce on the seats.  
Look at the speaker or performers throughout the performance.  
Keep hands and feet to yourself.  
Be an attentive listener. No talking during the performance to others sitting near you.  
Show appreciation appropriately- polite applause.

### Restrooms

Always respect the privacy of others.  
Use restroom equipment appropriately.  
Flush the toilet.  
Wash your hands.  
Throw the paper towel in the trash.  
Use appropriate voice volume.



Do not play or take time visiting in the bathroom.  
Return immediately to your assigned area- playground, classroom etc.

#### Afternoon Dismissal

Go directly to the area where you are being picked up following the designated routes. Our vehicle pick up lines become very congested when we are waiting for students late to arrive.  
Students who are walking and riding their bikes home must immediately leave the campus. You may not stay with your friends and talk until their ride arrives.  
Walk and move safely in the hallway and pick-up areas.  
Follow all directions from staff the first time they are given.  
No horse play in or on the way to the pick-up areas.(chasing, running, swinging backpacks, playing tag).  
Wait only in designated areas at each pick-up location. Kindergarten students should sit quietly on the benches until your name is called. All students waiting at the Virginia and Huntington must sit on the blue benches. Sit on the benches facing the parking lot where you ride is planned to arrive. Stay in your seat on the bench and pay attention to the cars as they arrive.  
Listen attentively for your name to be called when your ride arrives.  
Students can only wait in the designated areas on the benches. Students may not wait in the lunch court, playground, hallways etc.  
No eating in the pick-up areas or hallways after school.  
Students may not wait on campus for older siblings to be dismissed. Supervision is provided only at the Virginia Road Circle and the Huntington Drive Circle from 2:30 to 2:40 P.M. for students in Grades 1, 2, & 3 and from 2:50 to 3:00 P.M. for grades 4 & 5. Supervision is not provided from 2:40 to 2:50 P.M. Supervision is not provided after school in other locations on campus including the playground, lunch court or the green wall.  
Students may not play on the playground area after school is dismissed.

#### SCHOOL SAFETY

Bicycle safety is an utmost concern for all of us. A Bicycle Safety Day for third grade and new 4th and 5th grade students will be held after school begins. Detailed instructions will be given to students and parents regarding bicycle rules for our campus. Bicycles may be used as a form of transportation by children in grades 3, 4 and 5 provided they have a San Marino City Bike License and a lock. The bike license is available at the Fire Department or at the Bicycle Safety Day, which is held after school begins each year. Bicycles must be parked and locked in the designated bike area. Bicycles may not be ridden on the school grounds including in the school corridors, on sidewalks around the school, in the parking lot, or on the playground. Bikes must be walked to and from the bike racks, on all school sidewalks, playgrounds, parking lots and corridors. All children must wear a helmet when riding to or from school.

Scooter Boards: Scooter boards may be ridden to and from school only. They may not be ridden on the school grounds. Scooter boards must either be stored inside a backpack or locked to the bike rack during the school day. They may not be stored inside the classroom. Only the person to whom the board belongs may use it for transport back and forth to school. Students using scooter boards are strongly encouraged to wear protective gear (especially helmets) as serious injury is quite possible. Boards used in an unsafe manner or contrary to school rules will be confiscated and will be returned only to the student's parents. Scooter boards may not be ridden in the school corridors, on sidewalks around the school, in the parking lot, or on the playground.

Pedestrian safety is also a great concern for all of us. Children should walk on the sidewalk, use the crosswalks, and look ALL ways when crossing the street. The school has crossing guards at the intersections of Huntington Drive and Virginia Road, Virginia and Roanoke Roads, Huntington Drive and Cambridge Road, and Huntington Drive and West Drive. The crossing guards are on duty 1/2 hour before and after school.

Skateboards and roller blades may not be brought to school at any time. No skateboarding or roller blading is allowed on school property at any time. Students are not encouraged to ride skateboards to and from school even if they have an off-site place to store them during school hours.

Parent driving requires extraordinary caution around the campus. Momentary distraction can result in disaster. Please do not use cell phones in or around our parking lots and pick-up areas.

## Conduct Code Procedures

Occasionally, a student may behave in a manner that is counterproductive to a well-ordered, positive learning environment focused on teaching and learning. In each of these incidents, there is a unique opportunity for a child to learn decision-making and problem solving skills in lessons that are a foundation for lifelong productive behavior.

In the classroom, consequences for unproductive behavior will include a variety of actions depending on the situation including but not limited to the following: warning, teacher-student conference, a teacher-parent-student problem solving phone call or conference, and/or other classroom-interventions that are the natural consequence for the specific behavior. For example, if an assignment is not completed, the child may be asked to finish the work during playtime; or if a student is disruptive, his/her seat may be moved to a place where the disruption is no longer possible.

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- To access and use strategies to calm down prior to responding
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## Progressive Discipline

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Flexibility and effective action are the keys. First and foremost, the consequence must be related to the misbehavior, taking into account any special needs the child may have.

Consequences for misbehavior may include the following:

Student assigned a "time out" to sit and think about the situation and/or find alternative solutions. Playground infractions could result in an immediate "time out" or referral to the lunch recess "time out location".

Student is redirected to another activity.

Student receives a written discipline notice to the teacher or principal.

Student will complete in writing a "Think Time" sheet to describe the situation and reflect on future appropriate behavior choices.

Student will write an apology note or verbal apology to students or staff members involved.

A discipline notice is sent home to be signed by parent and returned to school.

A phone contact with parent by teacher or principal.

Conference with the principal

Conference with the student, parent, teacher and principal

In-house, short or long term suspension

Any serious act of disrespect, physical aggression, bullying, hate, alcohol/drugs, vandalism or stealing must be referred immediately to the principal. These are some of the behaviors described in Education Code 48900 that command serious consequences that may include suspension or expulsion. Please see the Zero Tolerance Policy section in this handbook.

### **(J) Hate Crime Reporting Procedures and Policies**

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 in prohibited. If a student believes that they have been victimized by hate speech/violence:

Contact the school's administration immediately.

Document the time, date, witnesses and description of the incident.

If the complaining person requires additional information or would like to initiate the district's formal complaint process, you should contact District Office.

### **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.

Valentine Elementary School Bullying, Discrimination,

Harassment and Intimidation

Policy & Procedures

Purpose

Our Valentine Elementary School community is committed to making our school a safe, secure and peaceful place for all students. We will treat each other with respect, and we will refuse to allow bullying at our school.

Definition of Bullying

Bullying is mean or hurtful behavior that keeps happening. It is unfair and one-sided. Bullying is aggressive behavior that is usually repeated over time, occurs in a relationship where there is an imbalance of power, and intends to cause harm or distress and/or has a serious harmful or distressing impact on the targeted student(s).

California Education Code defines bullying as follows:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

#### Scope of Protection

Our school's consequences for bullying, discrimination, harassment and intimidation apply to all acts related to school activity or school attendance occurring within the jurisdiction of our district superintendent.

On school grounds: Immediately before or after school hours, during school hours, or at any other time when the school is being used by a school group.

Off school grounds: At a school activity, function, or event

When traveling: To or from a school activity, function or event

#### Reporting Procedures

It is our school's expectation that all bullying incidents will be reported.

- All school personnel who witness an act of discrimination, harassment, intimidation, or bullying, shall take immediate steps to intervene when safe to do so and report immediately to the principal or assistant principal.
- Teachers witnessing or who become aware of a bullying situation should address it right away; many times the situation can be rectified before it requires complicated interventions.
- Referrals may also be made to our school counselor or school psychologist.

#### Investigating and Responding

Teachers and staff will:

- Closely supervise students in all areas of the school and playground during school hours.
- Watch for signs of bullying and stop it when it happens.
- Respond quickly and sensitively to bullying reports to ensure the safety of all students involved.
- Look into all reported bullying incidents.
- Assign consequences for bullying based on our school's discipline code.
- Provide immediate consequences for those who retaliate against students who report bullying or provide witness information.
- Students knowingly making false accusations of bullying will be subject to disciplinary action.

Once a bullying report is received, our school's administration will conduct an investigation within three school days. If it is determined that bullying has occurred as defined in our policy, our school's administration will:

- Take appropriate disciplinary action.
- Notify the family/families of the bullied student(s).

- Notify the family/families of the student(s) who bullied
- Create a safety plan for the bullied student.
- Create a behavior change plan for the student who bullied.

An appeal of the resolution of any complaint may be made to the School District Superintendent or his/her designee.

All complainants will be protected from retaliation and the identity of a complainant alleging discrimination, harassment, intimidation, or bullying will remain confidential, as appropriate.

#### Written Records

Written records of all bullying incidents and their resolution must be maintained for the period of time required by law.

#### Consequences

There will be consequences and appropriate remedial action for those involved in bullying, discrimination, harassment, intimidation including any act of retaliation against a student for reporting. The developmental maturity levels of the parties, the levels of harm, the reasons surrounding the incident, the nature of the bullying, discrimination, harassment and intimidation, the context in which the alleged incidents occurred, the relationships between the students, and the past history of the parties involved should be considered when determining consequences.

Our school will consider our hierarchy of consequences in determining consequences.

#### Training & Prevention Education

Our school takes a proactive approach to dealing with bullying by providing the following training and prevention education for our students and staff:

- Social skills lessons are a regular part of the curriculum at our school. The Second Step program and its Bullying Prevention Unit are taught in all grade levels.
- Staff go through the Bullying Prevention Unit online training on recognizing and responding to bullying effectively.

## **Safety Plan Review, Evaluation and Amendment Procedures**

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 Safety Plan contains the required components of Education Code 32280-32289.

The School Site Council includes the following representatives: Principal, SMTA Certificated employees, CSEA classified employee, and parents.

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 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 and Operations, and the Superintendent or his designee.

Information in the plan will be disseminated to all teachers, parents and students.

**Safety Plan Appendices**



## Emergency Contact Numbers

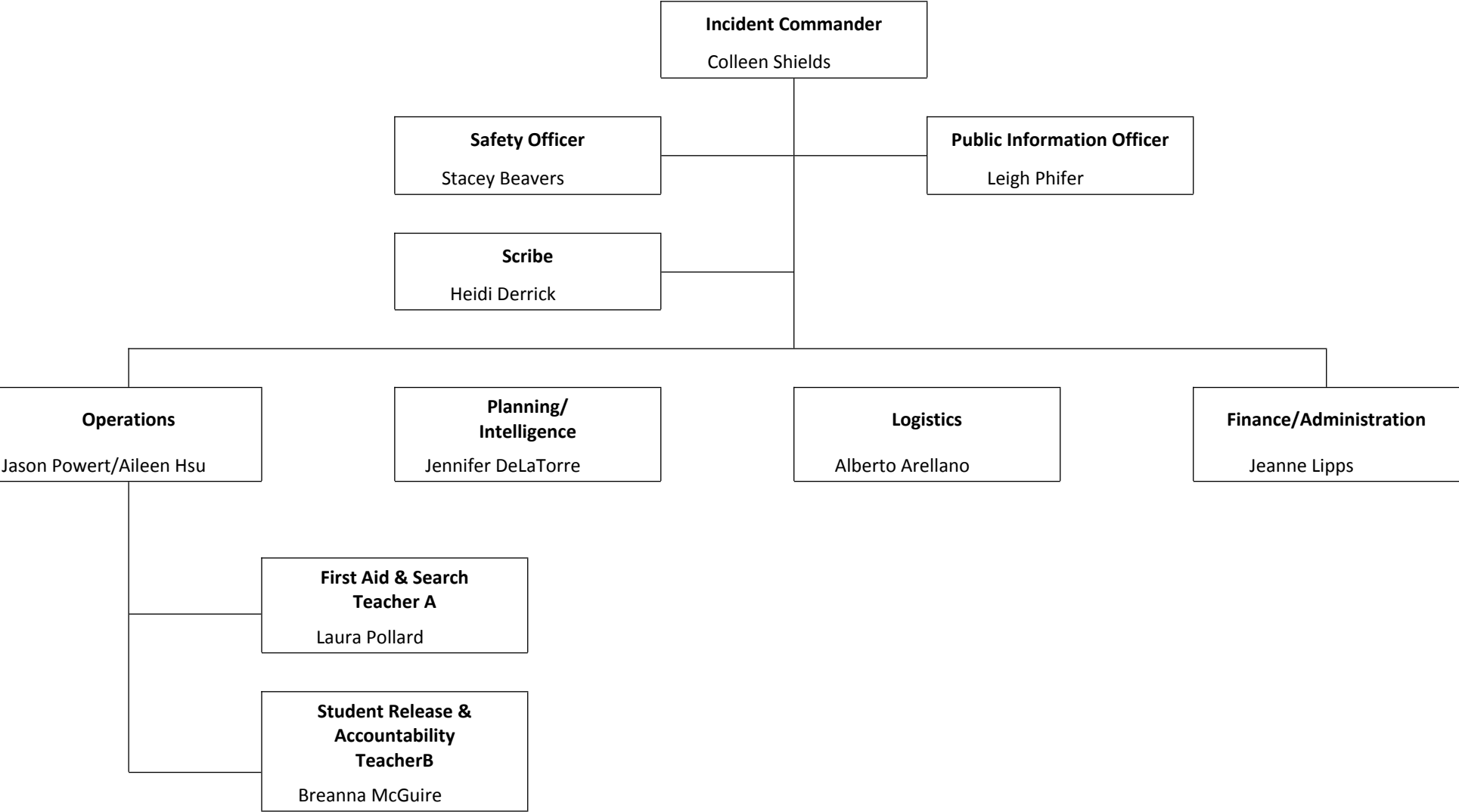
### Utilities, Responders and Communication Resources

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	
Other	Post Alarm	626.446.7159	
School District	Maintenance & Operations	626.299.7000, x1313	
School District	District Office	626.299.7000	

## Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (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 e. General Staff: Buddy Assignments 3. Update locations in section 8.3 a. Pre-designated Emergency Station Locations	Updated annually at the beginning of the school year	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. 4. Research new supplies	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	Update 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	Update 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 information 4. Update list of students with disabilities a. ensure these students have special evacuation procedures established, if special assistance is required during an evacuation.	Update annually Securely maintained	Emergency Action Plan
3.7 Documentation & Record keeping 1. Section 15.0 of emergency plan 2. Ensure the necessary records are properly maintained	Update annually Securely maintained	Emergency Action Plan

Valentine Elementary 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.

8-27-2019 Fire Alarm Drill	
9-27-2019 Fire Alarm Drill	
10-17-19 Fire Alarm & Earthquake Drill	
12-4-19 Fire Alarm Drill	
2-11-20 Fire Alarm & Lock Down Drill	
3-23-20 Fire Alarm Drill	
4-16-20 Fire Alarm Drill	
5-8-20 Fire Alarm 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

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
7. GoogleDoc
8. CATAPULT
9. SMUSD APP

#### 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 6. Radios are available in the main office & classrooms of teachers with supervision duty that week.
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, SMUSD APP 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, the SMUSD APP and/or website for information on school closure, student release, assembly areas, etc.

## 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**

A complete Valentine Emergency Response plan details all site specific campus security and emergency procedures. It is updated annually. Teachers and Staff are trained annually. Drills and faculty meetings provide opportunities for ongoing practice and evaluation of procedures.

Students are trained in ALICE practices for reunification locations surrounding our Valentine campus when immediate evacuation occurs. Staff are trained to assist students in relocation to our reunification location when an on-campus emergency requires students and staff to immediately exit our campus.

### **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
<b>Hydration</b>	<ul style="list-style-type: none"> <li>• Don't wait until you're thirsty to drink. Drink 2-4 glasses of fluids each hour.</li> <li>• Encourage students to bring water containers during hot weather.</li> <li>• Encourage extra water fountain breaks.</li> <li>• Keep a spray bottle with water in classrooms and "mist" students at their request or as needed.</li> <li>• Avoid very cold drinks—they might cause stomach cramps.</li> <li>• Don't drink liquids that contain alcohol or large amounts of sugar—these actually cause you to lose more body fluid.</li> <li>• 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.</li> </ul>
<b>Gear</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Encourage the use of SPF 15 or higher sunscreen.</li> <li>• Wear a wide-brimmed hat (also keeps you cooler).</li> <li>• Wear sunglasses.</li> <li>• For Student Athletes: Athletic equipment is a barrier to evaporation. Limit contact practice</li> </ul>

	<p>sessions so that athletes can keep helmets off for longer periods of time.</p> <ul style="list-style-type: none"> <li>For Student Athletes: During practice/games, take helmets off while on the sidelines to help the body cool.</li> </ul>
<b>Acclimatization</b>	<ul style="list-style-type: none"> <li>Be aware that any sudden change in temperature, such as an early summer heat wave, will be stressful to the body.</li> <li>Allow several days for acclimatization before attempting any vigorous exercise, and work up to it gradually.</li> <li>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.</li> </ul>
<b>Modifying Routines</b>	<ul style="list-style-type: none"> <li>Alter or reschedule physical activity routines during hot weather.</li> <li>Conduct physical activities indoors in air-conditioned areas and limit outdoor exposure during the hottest part of the day.</li> <li>In elementary schools, limit physical activities during recess time.</li> <li>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.</li> </ul>
<b>On the Field</b>	<ul style="list-style-type: none"> <li>Stay in the shade whenever possible.</li> <li>Consider both heat and humidity of the day.</li> <li>Should have plenty of water and/or sports beverages available.</li> <li>Should have tubs of ice and water available if needed to cool athletes quickly.</li> <li>Set a schedule for frequent, mandatory water breaks.</li> <li>Assess students/players for alertness and signs or symptoms of heat illness.</li> </ul>
<b>Physical Activity &amp; Temperature Assessment</b>	<ul style="list-style-type: none"> <li>Provide shaded areas/tents when outdoor temperature <b>exceeds 80°F</b></li> <li>When temperatures are <b>between 85°F and 95°F</b> weather conditions related to temperature such as breeze factor, relative humidity, and pollutants will be evaluated.</li> <li>When temperatures are <b>95°F and above</b> 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.</li> <li>When temperatures reach <b>100°F or higher</b> it must be agreed to postpone practice/contest to a later start time (assuming lower temperature), or reschedule.</li> <li>When <b>relative humidity reaches 50%</b>, the above temperatures should be lowered by <b>5°F</b> when considering or taking action.</li> </ul>

## 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:

Yellow – Caution; Light Orange = Extreme Caution; Orange = Danger; Red = Extreme Danger

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

Heat Illness	Symptoms	Causes	Immediate Treatment
<b>Heat Stroke</b>	<ul style="list-style-type: none"> <li>Rectal temperature of 104°F or higher</li> <li>Red, hot, and dry or moist skin</li> <li>Rapid, strong pulse</li> <li>Throbbing headache</li> <li>Dizziness</li> <li>Nausea</li> <li>Confusion</li> <li>Unconsciousness</li> </ul>	<ul style="list-style-type: none"> <li>Body Temperature rises rapidly</li> <li>Sweat process fails</li> <li>Body is unable to cool down</li> </ul>	<ul style="list-style-type: none"> <li>If heat stroke is suspected, CALL 911 IMMEDIATELY</li> <li>Move to shade/cool environment</li> <li>Remove restrictive clothing, equipment, and helmets</li> <li>Rapidly cool the ill person (immerse in cool water, cool shower, spray or sponge with cool water, apply ice bags at the neck, armpit, and groin area)</li> <li>Monitor temperature and continue cooling until temperature drops to 101-102°F</li> <li>Remove person from water to prevent overcooling</li> <li>Provide sips of water</li> <li>If emergency personnel are delayed, call the emergency room for further instructions</li> <li>Ill person should be transported to the hospital for observation even after all field treatment has been successful</li> </ul>

### 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**

See Attachment for Lockout/Lockdown/Evacuate/Shelter instructions.

Staff will communicate via Catapult during Lockdown or other emergency situations.

### **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

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. Whenever possible, search and rescue members will work in teams of two and with a radio.
4. Search & Rescue Director will assign one team member to collect all available radios.

5. 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.

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. Remove non-trapped, live victims first. (If not sure, assume victim is alive).

8. Conduct proper removal of trapped victims. (Use appropriate techniques to remove the victim).

9. Do not remove dead bodies from room.

10. Transport victim(s) to Medical First Aid area.

11. 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.

### **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 e-mail, information relative to the situation will be distributed. For extended Shelter-in-Place situations, 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. 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**

### **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. 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 card is authorized to remove student from campus. 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 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 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 signature of adult picking up student.
12. Maintain accurate records of all students leaving the campus, updating the list continually.
13. **ONLY STAFF MAY ENTER THE CAMPUS. ALL PARENTS & VISITORS MUST WAIT OUTSIDE THE GATE FOR STUDENTS TO BE BROUGHT TO THE SRG FOR DISMISSAL/RELEASE.**

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.

## 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	Colleen Shields	Principal	IC Post
Deputy Incident Commander	Kimberly Cheng/Mary Camacho	ELL Teacher/Asst	IC Post
Safety Officer	Stacey Beavers	Counselor	IC Post
Public Information Officer	Leigh Phiher	Teacher	IC Post
Agency Liaison Officer	Heidi Derrick	Teacher	IC Post

General Staff: Function Assignments			
Assignment	Name	Title	Location
Operations Chief	Jason Powert/Aileen Hsu	Computer Lab Music	Adjacent to IC Post
Planning/Intelligence Chief	Jennifer De La Torre	Secretary	Adjacent to IC Post
Logistics Chief	Alberto Arellano	Chief Custodian	Adjacent to IC Post
Finance/Administration Chief	Jeanne Lipps	Office Manager	Adjacent to IC Post

General Staff: Branch Assignments			
Assignment	Name	Title	Location
Search & Rescue Director (Operations)	Laura Pollard	P. E. Teacher	Room 40
Medical First Aid Director (Operations)	Maria Burton	Nurse Assistant	Medical First Aid Station
Evacuation Area Director (Operations)	Breanna McGuire	Psychologist	Evacuation Assembly Area
Campus Security Director (Operations)	Shawna Matsuda	Teacher	Adjacent to IC Post

General Staff: Team Assignments			
Assignment	Leader	Team Members	Location
Search & Rescue Team 1 (Operations)	Eli Moreton	Alison Shui	Room 40
Search & Rescue Team 2 (Operations)	Colleen Levy	Wes Gonzales, Kyla Nako	Room 40
Search & Rescue Team 3 (Operations)	Evelyn Wildeman	Jennifer Murphy	Room 40
Medical First Aid Team (Operations)	Maria Burton	Kaye Ogita,	Medical First Aid Station
Morgue Team (Operations)	Anne Ritter	Stacey Bender	Medical First Aid Station
Student Request Gate Team (Operations)	Andrea Fox	Kimberly Cheng, Breanne McGuire, Ani Montano	Main Office Entrance
Student Release Gate Team (Operations)	Jeanne Lipps	Cara Adams, Tracey Green	Little Theatre Gate
Utilities Team (Operations)	Alberto Arellano	Alberto Arellano & the MOT Team	Custodian Room

Security Team (Operations)	Heather Floyd	Lisa Goyco	Main Office
Emergency Supplies Team (Logistics)	Janet Chillingworth	Rosemarie Abughazalah, Crystal Shin	Lunch Court

General Staff: Buddy Assignments			
Assigned Buddy Rooms			
Team 1	Rooms 24, 25 (*Chiang/Fox)	Team 11	Rooms 30, 31 & 32 (*Lindahl/Wildeman/Phifer)
Team 2	Rooms 20 & 21 (Derrick/*Diaz/*Grannis)	Team 12	N/A
Team 3	Rooms 5 , 7 (*Judy/Abughazaleh/*Bulgin)	Team 13	N/A
Team 4	Rooms 10 & 11 (Murphy/Allen*)	Team 14	N/A
Team 5	Rooms 18 & 19(*Mau/Matsuda)	Team 15	N/A
Team 6	Rooms 12, 41 (Nako/*Pastre)	Team 16	N/A
Team 7	Rooms 16 & 17 (Shui/*VanHiel)	Team 17	N/A
Team 8	Rooms 14 &15 (Cox/*Duncan)	Team 18	N/A
Team 9	Rooms 26 & 27 (*Wu/Floyd)	Team 19	N/A
Team 10	Rooms 28 &29 (*Walworth/Goyco)	Team 20	N/A

**\*Stays with Students**

## 9.2 ICS Chain of Command Chart



**Search & Rescue Director**

- Search & Rescue Team 1
- Search & Rescue Team 2
- Search & Rescue Team 3

Emergency Supplies Team

**Medical First Aid Director**

- Medical First Aid Team 1
- Medical First Aid Team 2
- Morgue Team

**Evacuation Area Director**

- Student Request Gate Team
- Student Release Gate Team
- Staff Buddy Assignments (Teachers)



**Campus Security Director**

-Security Team

-Utilities Team

### **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.

<b>Pre-designated Emergency Station Locations</b>	
<b>Assignment</b>	<b>Location</b>
Evacuation Assembly Area	Playground
Incident Command Post	Main Office (if possible) or Playground
Communication Center	Counselor Office or Adjacent to Incident Command Post
Medical First Aid Station	Little Theatre
Emergency Supplies	Lunch Court
Student Request Gate	Main Office Gate
Student Release Gate	Little Theatre Gate



Valentine Elementary School  
**Site Council Membership**

Committee Members

Colleen Shields, Principal,  
Kimberly Cheng, ELD Teacher  
Jessica Bulgin, Teacher, Site Council Chair  
Jennifer DelaTorre, Classified, Site Council Secretary  
Michiko Lee, Parent,  
Cindy Yung, Parent  
Stefanie Killackey , Ex-officio PTA President

## Certification of Assurances

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

Valentine Elementary 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 March 10, 2020.
8. Information in the plan will be disseminated to all teachers, parents, and students.
9. School Site Council Meeting Date: February 6, 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