

Comprehensive School Safety Plan



William S. Hart School District

Kullen Welch, Principal

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A meeting for public input was held at Valencia High School on	11/15/2024
Review by Law Enforcement on	02/03/25
Plan reviewed by Parent Advisory Committee on	11/15/2024
Plan approved by William S. Hart Governing Board on	02/19/25

Safety Plan Committee Members

Kullen Welch, Principal

Mark Overdevest, Assistant Principal

Matt Hinze, Assistant Principal

Brianna Rivera, Assistant Principal

Joe Monteleone, Teacher Representative

Alvaro Moreno Lopez, Classified Employee (Lead Campus Supervisor)

Rebecca McDonald, Parent

Deputy Mariela Hellewell, School Resource Officer

This document is available for public inspection at Valencia High School and at www.valenciavikings.com

Valencia High School Vision and Mission

A Community of Vikings

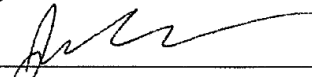
*We are committed to forming a community of career and college-ready Lifelong Learners who are:
self-directed, critical & creative thinkers, technological innovators, effective communicators,
responsible citizens, and healthy individuals.*

William S. Hart UHSD Safety Plan
Valencia High School

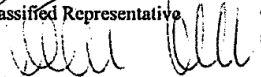
Signature Page 2024-2025

The undersigned members of the Safety Planning Committee certify that the requirements for the Safety Plan have been met.


Principal _____ Date 11-14-24


Certificated Representative _____ Date 11/14/24


Classified Representative _____ Date 11/15/24


Parent Representative _____ Date 11-14-24


Law Enforcement Representative _____ Date 11-14-24

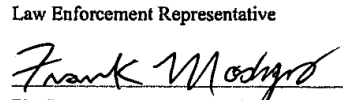

Fire Department Representative _____ Date 2/3/2025

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2024-2025 Safety Goals

1. Valencia administrators and staff will complete a full inventory of disaster supplies and review of emergency procedures to familiarize new leadership with historical practices.
2. Valencia staff will continue to evaluate current procedures and best practices to ensure that the campus is secure and that all students are in class or accounted for at all times.

Reporting Policies & Procedures

Child Abuse Reporting Procedures

The William S. Hart School district is compliant with EC 44691, for mandated reporter training effective January-1-2015. For specific details, refer to Los Angeles County Office of Education Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting. 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 daycare 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)

Responsibility for Reporting

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

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

Reporting Procedures

1. Initial Telephone Report or online report to be taken at <http://mandreptla.org/cars.web/>. 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)

DCFS- LA County Department of Children and Family Services
28490 Avenue Stanford, Santa Clarita, Ca.
91355 (818) 717-4802

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). This follow-up report or SCAR can be found at [https://mandreptln.org/cars. web/CallT](https://mandreptln.org/cars.web/CallT).

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

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

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

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

Hate Crime Policies and Procedures

Policy 5145.9: Hate-Motivated Behavior

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying/cyberbullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The District shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the District shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the District's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the District's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the District's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

NONDISCRIMINATION/HARASSMENT

Policy 5145.3: Nondiscrimination/Harassment

This policy shall apply to all acts constituting unlawful discrimination or harassment [including sexual harassment] related to school activity or to school attendance occurring within a District school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

This policy applies to all acts related to school activity or school attendance within a school under the jurisdiction of the District, and all acts of the governing board or body of the District, the superintendent of the school district, and the county superintendent of schools in enacting policies and procedures that govern the District.

The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the District's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any District school or school activity, unlawful discrimination, including discriminatory harassment [including sexual harassment], intimidation, and bullying/cyberbullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

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

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

Because unlawful discrimination may occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities)

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the District's policies prohibiting discrimination, harassment [including sexual harassment], intimidation, and bullying/cyberbullying and other required information on the District's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6)

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

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

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

All allegations of unlawful discrimination in District programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

Record-Keeping

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

Regulation 5145.3: Nondiscrimination/Harassment

The District designates the individual(s) identified below as the employee(s) responsible for coordinating the District's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the District's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment [including sexual harassment], intimidation, or bullying/cyberbullying, based on the student's actual or perceived race, color, ancestry, nationality,

national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The Title IX Coordinator and Compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Title IX Coordinator and Compliance Officer
21380 Centre Pointe Parkway
Santa Clarita, CA 91350
email: UCP@hartsdistrict.org
Phone: (661) 259 – 0033, extension 316

Equity Compliance Officer
21380 Centre Pointe Parkway
Santa Clarita, CA 91350
email: UCP@hartsdistrict.org
Phone: (661) 259 – 0033, extension 212

Measures to Prevent Discrimination

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

1. Publicize the District's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through District-supported communications.
2. Post the District's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, or cyberbullying, including a section on social media bullying/cyberbullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the District's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
3. Post the definition of sex discrimination and harassment [including sexual harassment] as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the District's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the District website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the District's Title IX Coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the District under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

- c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
 - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's website
 - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
 - d. A link to the Title IX information included on the California Department of Education's (CDE) website
- 5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment [including sexual harassment], intimidation, or bullying, or cyberbullying and to their families. Such resources shall be posted in a prominent location on the District's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
- 6. Provide to students a handbook that contains age-appropriate information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior
- 7. Annually notify all students and parents/guardians of the District's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the District's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the District will address any individual student's interests and concerns in private.
- 8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the District's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

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

- 9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment [including sexual harassment], intimidation, retaliation, or bullying/cyberbullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the District may use to provide a discrimination-free environment for all District students.
- 10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment [including sexual harassment], intimidation, or bullying/cyberbullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

11. At the beginning of each school year, inform each principal or designee of the District's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

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

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

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in District policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

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

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

When a report of unlawful discrimination, including discriminatory harassment [including sexual harassment], intimidation, retaliation, or bullying/cyberbullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address

unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

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

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

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

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

Gender transition refers to the process in which a student changes from living and identifying as the sex at birth to living and identifying as the sex that corresponds to the student's gender identity.

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

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

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

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

The District prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the District and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity unless District Personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

Bullying Prevention Policies and Procedures

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and wellbeing of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

BP 5131.2(a) BULLYING

The County Board recognizes the harmful effects of bullying on student learning and

school attendance and desires to provide safe school environments that protect students from physical and emotional harm. The County Superintendent will establish student safety as a high priority and will not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone

or other wireless communication device, computer or pager. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, 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.

Strategies for bullying prevention and intervention shall be developed with the involvement of key stakeholders in accordance with law, County Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, WSHUHSD and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of WSHUHSD and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

WSHUHSD will provide students with instruction in the classroom or other educational settings that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff will receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the County Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the County Superintendent or designee will develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the County Superintendent or designee will notify the parents/guardians of victims and perpetrators. The County Superintendent or designee also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the County Superintendent or designee will investigate and document the activity and will identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the County Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or involuntary transfer back to the district of residence, in accordance with WSHUHSD policies and regulations.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten WSHUHSD property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with WSHUHSD policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the County Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Valencia High believes that all students and staff have a right to a safe and healthy school environment. Valencia High considers bullying, or any behavior that infringes on the safety of any other person, as a serious matter that will be investigated and be subject to subsequent disciplinary action. (Education Code 32261 Bullying)

A student shall not intimidate or harass another person through words or actions for any reason, including race, religion, or sexual orientation such that the actions substantially interfere with a student's educational experience, create an intimidating or threatening educational environment, or disrupt the orderly operation of the school and/or the overall educational environment.

Young people are continuously developing their social skills and often experience conflicts with one another. Every conflict between students is not an incident of bullying. Bullying is defined as aggressive behavior that involves the following factors:

1. The behavior is intended to cause harm.
2. There is a real or perceived imbalance of physical or psychological power between those involved.
3. The behavior is repeated over time and includes the use of hurtful words and/or acts.

Bullying behaviors may include, but are not necessarily limited to, the following:

1. Verbal - Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.
2. Nonverbal - Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
3. Physical - Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
4. Emotional/Psychological - Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.

5. Cyberbullying - Any bullying, harassment, or intimidation when such is accomplished utilizing electronic communication media or electronic signaling devices. Such media includes, but shall not be limited to, email messages, text messages, instant messages, social networking sites, internet based video sites and postings on blogs.

If any such activity as described above is engaged in on campus; during school sponsored activities including any sports, extracurricular, or school related activities; or utilizes school provided technology, the individual(s) shall be subject to discipline pursuant to the school's disciplinary policy.

Valencia High reserves the right to regulate, review, investigate, and discipline students for bullying harassment intimidation, and/or cyber bullying, or any other disciplinary violations when such activities threaten violence against another student, are related to school activities, or otherwise disrupt the learning environment or orderly conduct of the school, school business, or school activities.

Valencia High expects students and staff to immediately report incidents of bullying to the principal, assistant principal or other campus authority. Students may also request that their name be kept in confidence to the extent allowed by law. Staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying will be promptly investigated and resolved in accordance with school policy.

Sexual Harassment Policy

Policy 5145.7: Sex Discrimination and Sex-Based Harassment

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

The District strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the District's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the District's website, and including it in student and staff handbooks. All District staff shall be trained regarding the policy.

Instruction/Information

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

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

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

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the District's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the District investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the District will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

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

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and District policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in District schools.

Regulation 5145.7: Sex Discrimination and Sex-Based Harassment

Definitions

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

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any District program or activity.

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

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a District school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A District employee conditioning the provision of a District aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the District and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

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

Title IX Coordinator/Compliance Officer

The District designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Mark Crawford
Director of Human Resources
21380 Centre Pointe Parkway
Santa Clarita, CA 91350
(661) 259-0033, extension 316

Notifications

The Superintendent or designee shall notify students and families/guardians that the District does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The District shall notify students and families/guardians of the name or title, office address, email address, and telephone number of the District's Title IX Coordinator. (34 CFR 106.8)

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

Be included in the notifications that are sent to families/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Be displayed in a prominent location in the main administrative building or other area where notices of District rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the District's web site in a manner that is easily accessible to families/guardians and students. (Education Code 234.6; 34 CFR 106.8)

Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appear in any school or District publication that sets forth the school's or District's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or families/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the District's web site in a manner that is easily accessible to families/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or family/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the District's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

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

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or family/guardian of the right to file a formal written complaint in accordance with applicable District complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and District procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Discipline & Student Behavior

Suspension Data

2023/2024 Suspension Data by Ethnicity

ETHNICITY	TOTAL SUSPENSIONS	TOTAL STUDENTS SUSPENDED
American Indian or Alaska Native	1	1
Asian	4	4
Black or African American	4	4
Hispanic or Latino	9	7
Native Hawaiian or Pacific Islander	0	0
White	15	12
Two or More Races	2	2

Expulsion Data

2023/2024 Expulsion Data by Ethnicity

ETHNICITY	TOTAL EXPULSIONS
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Filipino	0
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0

Valencia High School seeks to keep the number of disciplinary actions low through active supervision of the campus and continually evaluating appropriate safety measures on campus. Furthermore, the utilization of OMC (Other Means of Correction) will keep the number of suspensions and expulsions at a minimum.

Major Crime	Santa Clarita (2023)	Los Angeles County (2023)	California (2023)	National (2023)
Violent Crime	163	291	445	227
Property Crime	1091	1512	2441	2435
Homicide	2	7	6	7
Rape	40	44	54	43
Robbery	89	118	139	73
Aggravated Assault	231	122	247	279
Burglary	227	319	401	367
Larceny-Theft	651	733	1342	1398
Motor Vehicle Theft	238	460	498	485

Crime Comparison for Santa Clarita, CA *Crimes listed are 1 per 100,000 people

Citations:

Santa Clarita Crime Data: FBI Uniform Crime Reporting (UCR) system, as provided through NeighborhoodScout's aggregation of local law enforcement agency reports [NEIGHBORHOODSCOUT](#).

Los Angeles County and National Data: Official FBI UCR data, as reported by the Los Angeles County Sheriff's Department and national crime statistics [FEDERAL BUREAU OF INVESTIGATION](#), [OPENJUSTICE DATA](#).

California Data: California Department of Justice's "Crime in California 2023" report, which aggregates state-level crime statistics [OPENJUSTICE DATA](#).

Suspension and Expulsion Policies

Policy 5144.1: Suspension And Expulsion/Due Process

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

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

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

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

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

Appropriate Use of Suspension Authority

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

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

No student in grades 7-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

On-Campus Suspension

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

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

Authority to Expel

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

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

Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

1. Selling or otherwise furnishing a firearm
2. Brandishing a knife at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4
5. Possessing an explosive as defined in 18 USC 921

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

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

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

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

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

Due Process

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

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

Regulation 5144.2: Suspension And Expulsion/Due Process (Students With Disabilities)

Suspension

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to regular education students. All the procedural safeguards established by district policies and regulations shall be observed in considering the suspension of students with disabilities.

(cf. 5144.1 Suspension and Expulsion/Due Process)

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

Students with disabilities who have engaged in misconduct shall be entitled to an IEP (Individual Education Program) meeting before changing the placement of the student or imposing discipline that results in a significant change in placement. A "significant change in placement" includes a suspension for more than 10 consecutive school days or a series of suspensions which total more than 10 days in a school year where the cumulative effect of the suspensions creates a pattern of exclusion. The IEP shall be conducted and include a review of the appropriateness of the pupil's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the pupil's behavior and his or her disability. An IEP team meeting or Section 504 meeting will be held to determine whether the misconduct was caused by, or was a direct manifestation of, the pupil's disability, and whether the pupil had been appropriately placed at the time the misconduct occurred.

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the district had knowledge that the student was disabled before the behavior occurred. (20 USC 1415)

The district shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (20 USC 1415)

1. The parent/guardian has expressed concern in writing that the student is in need of special education or related services.
2. The behavior or performance of the student demonstrates the need for such services.
3. The parent/guardian has requested an evaluation of the student for special education.

(cf. 6164.4 - Identification of Individuals for Special Education)

4. The teacher, Director of Special Education, or other district personnel has expressed concern about the behavior or performance of the student to other district personnel.

If it is determined that the district did not have knowledge that the student was disabled, then the student shall be disciplined in accordance with procedures established for students without disabilities. (20 USC 1415)

Suspension

The Superintendent or designee may suspend a student with disability for up to five school days for a single incident of misconduct, and for up to 20 school days in a school year. If the student is transferred to another school or alternative educational program, the student may be suspended for up to 30 school days in a school year, but still no more than five days for a single incident of misconduct, unless the student is suspended by the Governing Board pursuant to Education Code 48912. Provided, however, that if a suspension would result in a significant change in the placement of the student, the student may not be suspended unless an IEP or 504 team first determines that the misconduct is not a direct manifestation of the student's disability and that the student was not in an inappropriate placement, as described in the previous paragraph. (Education Code 48903, 48911)

If the student poses an immediate threat to the safety of himself/herself or others, the Superintendent or designee may suspend the student for up to, but not more than, 10 consecutive school days. In the case of a dangerous child, a suspension may exceed 10 consecutive school days, and/or the student's placement may be changed, if the parent/guardian so agrees or if a court order so provides. (Education Code 48911)

Services During Suspension

Students suspended for more than 10 school days shall continue to receive a free and appropriate public education during the term of the suspension.

Interim Alternative Placement Due to Dangerous Behavior

A student with a disability may be placed in an appropriate interim alternative educational setting when he/she commits one of the following acts: (20 USC 1415)

1. Carries a weapon, as defined in 18 USC 930, to school or to a school function.
2. Knowingly possesses or uses illegal drugs while at school or a school function.
3. Sells or solicits the sale of a controlled substance while at school or a school function.
4. Inflicts serious bodily injury upon another person while at school.

A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer: (20 USC 1415)

1. Determines that the district has established by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others.
2. Considers the appropriateness of the student's current placement.
3. Considers whether the district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services.
4. Determines that the interim alternative educational setting allows the student to participate in general curriculum, to continue to receive IEP services and to receive services designed to ensure that the behavior does not recur.

The student may not be placed in the interim alternative educational setting for more than 45 calendar days, or until the conclusion of any due process hearing proceedings requested by the parent/guardian. (20 USC 1415)

The student's alternative educational setting shall be determined by the student's individualized educational program (IEP) team or school site committee. (20 USC 1415)

(cf. 6159 - Individualized Education Program)

Procedural Safeguards/Manifestation Determination

Either before or not later than 10 days after a student has been suspended for more than 10 days or placed in an alternative educational setting, the district shall convene an IEP team meeting to conduct a functional behavior assessment and implement a behavioral intervention plan. If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it as necessary to address the behavior. (20 USC 1415)

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

The following procedural safeguards shall apply when a student is suspended for more than 10 days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement of more than 10 days is contemplated: (20 USC 1415)

1. The parents/guardians of the student shall be immediately notified of the decision and all procedural safeguards on the day the decision to take action is made.
2. No later than 10 school days after the date of the decision, a manifestation determination shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action by the IEP team.

At this hearing, the IEP team shall consider:

- a. Evaluations and diagnoses.
- b. Observations of the student.
- c. The student's IEP placement.

The team shall then determine whether the IEP and placement were appropriate and supplementary aids services, and behavioral interventions were provided. (20 USC 1415)

If the team determines that the student's behavior was not a manifestation of his/her disability, then the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415)

If the team determines that the student's behavior was a manifestation of his/her disability then the student's placement may only be changed via the IEP or 504 team process.

Pre-Expulsion Meeting

Procedures and timelines governing the expulsion of students with disabilities shall be the same as those for all other students, except that a manifestation determination shall be made and an IEP team meeting or school site committee meeting held under conditions and with possible consequences indicated below.

1. The parent/guardian shall receive written notice of the district's intent to conduct an assessment and shall make the student available for the assessment without delay at a site designated by the district. The parent/guardian shall also have the right to an independent assessment as provided in Education Code 56329. (Education Code 48915.5)
2. The assessment shall be conducted in accordance with the guidelines of 34 CFR 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student's behavior and his/her disability. (Education Code 48915.5)
3. The IEP team or school site committee shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and district within the period, if any, of the student's pre-expulsion suspension. The parent/guardian's participation may be made through actual participation, representation, or a telephone conference call. (Education Code 48915.5)
4. The parent/guardian shall be notified of his/her right to participate in the meeting at least 48 hours before the meeting. This notice shall specify: (Education Code 48915.5)
 - a. That the meeting may be held without the parent/ guardian's participation unless he/she requests a postponement for up to three additional school days and
 - b. That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of himself/herself or others.

If the required notice has been given and the parent has not requested a postponement, the meeting may be conducted without the parent's participation. In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, the district shall keep documentation such as: (34 CFR 300.345)

- a. Detailed records of telephone calls made or attempted and the results of those calls.
 - b. Copies of correspondence sent to parents/guardians and any responses received.
 - c. Detailed records of visits made to the parent/ guardian's home or place of employment and the results of those visits.
5. The district shall grant a parent/guardian's request that the meeting be postponed for up to three additional school days and may extend a student's suspension for the period of postponement if he/she continues to pose an immediate threat to the safety of himself/herself

or others. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent/guardian or by court order. If the parent/guardian refuses to consent to an extension beyond 10 consecutive school days and chooses not to participate, the meeting may be conducted without the parent/guardian's participation. (Education Code 48915.5)

6. 6. The IEP team or school site committee shall consider any assessment results and shall also review and consider the student's health records and school discipline records. (Education Code 48915.5)
7. 7. If the IEP team or school site committee determines that the alleged misconduct was caused by, or was a direct manifestation of the student's disability, or that the student was not appropriately placed, the expulsion shall not proceed. (Education Code 48915.5)
8. 8. If the IEP team or school site committee determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined that the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students. (Education Code 48915.5)
9. 9. When expulsion is ordered, the Board shall recommend a rehabilitation plan for the student. (Education Code 48916)
10. 10. If an IEP team or school site committee determines that the misconduct of a student with a disability was a direct manifestation of the disability, any record of expulsion or other disciplinary action which constituted a significant change in placement shall be expunged from all of the student's files and the student shall be reinstated into his or her previous placement, or an alternative program developed by the IEP or 504 team or ordered by a hearing officer or court.

Due Process Appeals

If the parent/guardian disagrees with the decision that the behavior was not a manifestation of the student's disability or with any decision regarding placement, he/she has a right to appeal the decision. (20 USC 1415)

Due process appeals must be initiated within 15 days of the decision of the IEP team or school site committee.

The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence, until after completion of:

1. The pre-expulsion assessment and the manifestation determination (Education Code 48915.5, 20 USC 1415).
2. The IEP team or school site committee meeting. (Education Code 48915.5)
3. Due process hearings and appeals, if initiated. (Education Code 48915.5)

The Board may expel a student with disability only if an IEP team or school site committee has determined that the misconduct was not caused by, or a direct manifestation of, the student's identified disability, and the student was appropriately placed at the time the misconduct occurred. (Education Code 48915.5)

Services During Expulsion

During the term of the expulsion, a student with a disability shall continue to be offered a program of free and appropriate public education. Such services may include independent study, home instruction, or another appropriate alternative program. The Board shall consider the recommendations of the IEP team or school site committee when developing a rehabilitation plan for an expelled student with disability.

(cf. 6158 - Independent Study)

(cf. 6183 - Home and Hospital Instruction))

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. The Superintendent or designee may consider input of the student's IEP team or school site committee when developing recommendations to the Board regarding a request for readmission. Upon readmission, an IEP team or school site committee meeting shall be convened to determine whether a new IEP needs to be established.

Suspension of Expulsion

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

Regulation 5144.1: Suspension And Expulsion/Due Process

Definitions

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

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

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

Notice of Regulations

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

Grounds for Suspension and Expulsion: Grades K-12

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

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

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

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in or attempted to engage in hazing (Education Code 48900(q))

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Grounds for Suspension and Expulsion: Grades 7-12

A student in grades 7-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

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

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

2. Hate violence means any act punishable under Penal Code 426, 422.7, or 422.75.

Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 4255)

3. Intentionally engaged in harassment, threats, or intimidation against District personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected

effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

Additional Grounds for Suspension and Expulsion: Grades 9-12

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

Suspension from Class by a Teacher

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

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

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

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

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

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

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

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another

administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

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

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

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

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

Length of Suspension

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

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

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

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

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

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911) This notice shall state the specific offense committed by the student. (Education Code 48900.8)
4. In addition, the notice may state the date and time when the student may return to school.
5. Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

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

6. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
 - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

- b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.
- c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the District's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
- d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the District liaison for homeless students. (Education Code 48918.1)
- e. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion : Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" " above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912) The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

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

- 1. The on-campus suspension classroom shall be staffed in accordance with law.
- 2. The student shall have access to appropriate counseling services.
- 3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
- 4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all

assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

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

Superintendent or Principal's Authority to Recommend Expulsion

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

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:
 - a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
 - b. The student's possession of over-the-counter medication for use by the student for medical purposes
 - c. Medication prescribed for the student by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

Student's Right to Expulsion Hearing

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

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

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

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

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

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

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

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

Rights of Complaining Witness

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

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

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

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

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of District disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the District to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser. Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California. Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

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

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

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

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

Conduct of Expulsion Hearing

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

Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

3. If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))
4. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
5. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

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

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

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

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

8. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the District shall provide a nonthreatening environment.
 - i. The District shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
 - iii. The person conducting the hearing may:
 - A. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - B. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
 - C. Permit one of the support persons to accompany the complaining witness to the witness stand
9. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated

personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

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

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

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

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

Final Action by the Board

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

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

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the District. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a

year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

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

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

Written Notice to Expel

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

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

Decision to Suspend Expulsion Order

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

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

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

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the District's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a District school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

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

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

Notification to Law Enforcement Authorities

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

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

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or District law enforcement authorities, by telephone or other appropriate means,

of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

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

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

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

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

Readmission After Expulsion

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

1. The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other District students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

6. The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

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

Maintenance of Records

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

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

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

VALENCIA HIGH SCHOOL

To: ALL CERTIFICATED STAFF
From: **Assistant Principal**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. The William S. Hart Union School District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "SUS" next to the student's name. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 4890

- (a)(1) Mutual fight
- (a)(2) Assault/Battery
- (b) Possessed, sold or furnished dangerous object
- (c) Controlled substance/alcohol
- (d) Imitation controlled substance
- (e) Robbery/extortion
- (f) Vandalism
- (g) Theft
- (h) Tobacco/nicotine products
- (i) Obscene act, habitual profanity/vulgarity
- (j) Drug paraphernalia
- (k) Disruptive/willfully defiant behavior (grades 4-12)
- (l) Received stolen property
- (m) Imitation firearm
- (n) Sexual assault or battery
- (o) Harassed/threatened witness
- (p) Sale of soma
- (q) Hazing
- (r) Bullying/cyberbullying
- (s) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence(gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12) **E.C. 48900.7** Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A) Serious physical injury

(a)(1)(B) Possession: knife or dangerous object

(a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915 (c)(1) Possessing, selling, furnishing firearm

(c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery

(c)(5) Possession of an explosive

If you have any questions or want more information, please see any school administrator.

VALENCIA HIGH SCHOOL

Confidential Memorandum

To: _____, Teacher

From: _____, Principal

Date: _____

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see Mr. Welch.

Cell Phone Policy

State Law, SB 1253, allows a school district's governing board to regulate the use of electronic signaling devices such as cellular telephones, as long as the use of such a device does not interfere with school instruction or activities. Therefore, students may be permitted to have a cell phone in their possession on campus during the school day, while attending school-sponsored activities, or while under the supervision and control of a school district employee.

In the event of school-wide emergency situations or disasters we will direct students and staff to refrain from using cell phones or other electronic signaling devices in order to prevent "jamming" of communication efforts and to allow effective communication with responding agencies.

The William S. Hart Union High School District acknowledges the importance of communication between students and parents, particularly in emergency situations. However, the District recognizes that instructional time is precious and school time must be protected from unnecessary disruptions. Therefore, students may be permitted to have a cell phone in their possession on campus during the school day, while attending school sponsored activities, or while under the supervision and control of a school district employee.

Students shall be allowed to possess and use cell phones while under the supervision of the school with the following guidelines:

1. Cell phones are to be turned off and put away upon arriving to class/office.
2. Students may use cell phones before school, during brunch and lunch, or after school.
3. Cell phone privileges may be revoked at any time for inappropriate use.
4. Use of cell phones as a camera may only be used with the permission of the parties involved.
5. Students are expected to comply with the direction of any school official when asked to cease use of the cell phone (or when asked to relinquish it) on campus or at a school sponsored activity.

ID Card Policy

The Student ID card is a student's official identification and must be carried during school hours and at all school events. Students are required to present this card upon request by any member of the school district staff.

1. ID cards are used to: Identify students entering campus, pay class fees, pay fines, purchase items from ASB office, check out books and other materials from the library, identify students attending any school/district event, and identify off campus privileges and open periods.
2. ID cards are non-transferable. They may not be used by any person other than the one whose picture appears on the front. Lending this to anyone will subject the holder to disciplinary action.
3. Report lost or stolen cards immediately to the ASB Office. (Lost, stolen, or DAMAGED ID cards can be replaced in the ASB Office for a FEE.)

First ID Card: Free during registration or first week of school

Second ID Card: Replacement cost of \$10.00

Third ID Card: Replacement cost of \$10.00 and administrative approval

4. A Student ID card is the property of the Wm. S. Hart School District. Improper use of the card will result in disciplinary action.

District Dress Code

Policy 5132: Dress And Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 5145.2 - Freedom of Speech/Expression)

When gangs constitute a danger to students, the superintendent or designee may restrict student dress and grooming as necessary to comply with Board policy related to gang activity.

(cf. 5136 - Gangs)

Regulation 5132: Dress And Grooming

In cooperation with teachers, students, and parents/guardians, the principal or designee shall regularly review school rules governing dress and grooming.

The following guidelines shall apply to all regular school activities:

1. Shoes or sandals must be worn at all times.
2. Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, violent, profane, or sexually suggestive or which advocate racial, ethnic, or religious prejudice or the use of drugs, alcohol, or tobacco.
3. Accessories such as heavy chains and jewelry with dangerous points or spikes are prohibited.
4. Clothes shall conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, and bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited.
5. Hair shall be clean and neatly groomed.

As judged by the principal and his/her designees, student attire and personal grooming must be:

1. Clean in appearance and fragrance.
2. Modest, not inappropriately revealing.
3. Safe in the total school environment in which worn.
4. Conducive to district educational pursuits.

As judged by the principal and his/her designees, words, insignia, symbols, grooming styles, adornments, and graphics attached to, worn, or carried on or about the student are:

1. Generally acceptable that
 - a. Have been adopted by the district, school, or official school organization.
 - b. Represent humane creeds, values, or beliefs.
2. Unacceptable that

- a. Represent products prohibited to minors by school rules or state laws governing conduct of minors.
- b. Represent attitudes or behaviors repugnant to contemporary local community standards.
- c. Are obscene or degrade a race, gender, or creed.
- d. Represent any group, gang organization, or philosophy which advocates violence or disruption, or that have any history of violence or disrupting the objectives of school instructional programs.

Coaches and teachers may, with administrative approval, impose more stringent dress requirements to accommodate the special needs of certain classes and/or sports.

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Nothing in this policy restricts the principal and school site council from establishing specific dress standards to meet individual school needs or specific circumstances.



William S. Hart Union High School District

Dress Code

2024 - 2025

GUIDING PRINCIPLES

- Maintaining a safe learning environment in classes where protective or supportive clothing is needed. Examples include:
 - Science labs: eye and body protection, closed-toed shoes
 - Physical Education: athletic attire, athletic shoes
 - Athletics: Safety Equipment
 - Performing Groups: Team or group costumes
- Ensure that all students are treated equitably regardless of gender, gender identification, sexual orientation, race, ethnicity, body type, body size, religion, and personal style.

I. GOALS OF A STUDENT DRESS CODE

Our dress code sets out to accomplish the following goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.

II. STUDENT DRESS CODE

Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

- a) Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes. Strapless garments are not permitted.

- b) Shirts and dresses must have fabric to cover the front, the back, and the sides.
- c) Clothing must cover undergarments (waistbands and straps excluded). Undergarments, alone, cannot be worn in place of a shirt or top.
- d) Fabric must fully cover breasts, genitals and buttocks and must be solid/opaque.
- e) Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff.
- f) Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- g) Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- h) Attire or grooming depicting or advocating violence, images of weapons, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited. All students are expected to comply with the requirements of this policy. Specifically:
 - Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
 - Clothing may not depict pornography, nudity or sexual acts.
 - Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification.
 - Clothing, including gang identifiers, as identified by law enforcement, must not pose a threat to the health or safety of any other student or staff.

Parent Responsibility

The responsibility for the dress and grooming of a student rests with the student and their parents or guardians. Parents or guardians are responsible for ensuring student compliance with the school dress code.

Student Responsibility

All students at all schools are responsible for complying with the district dress code during school hours and school activities.

Staff Responsibility

To equitably enforce the district dress code, teachers, administrators and all school staff must be notified of the policy at the beginning of the school year. School staff will work with students on an individual basis to address concerns as they arise.

Remedies

Administrative discretion will be utilized to consistently enforce the dress code. Remedies include, but are not limited to: change of loaner clothing provided to students, parent contact, detention, parent/student conference, and/or loss of privileges.

Student Wellness & Safety

Procedures for Safe Ingress and Egress from School

Supervision of Valencia High School students occurs before, during, and after school. The main entrance is located near the Administration building. Any visitors to campus must enter through the same point of entry and are immediately directed to Administration by campus security. Once in the main office, visitors sign in with the school receptionist, have their government issued ID checked through our “Safe Visitor” clearance program, and receive a printed badge to wear that lists their specific destination on campus. Visitors are required to check out through the main office receptionist as they leave campus.

Student Ingress and Egress

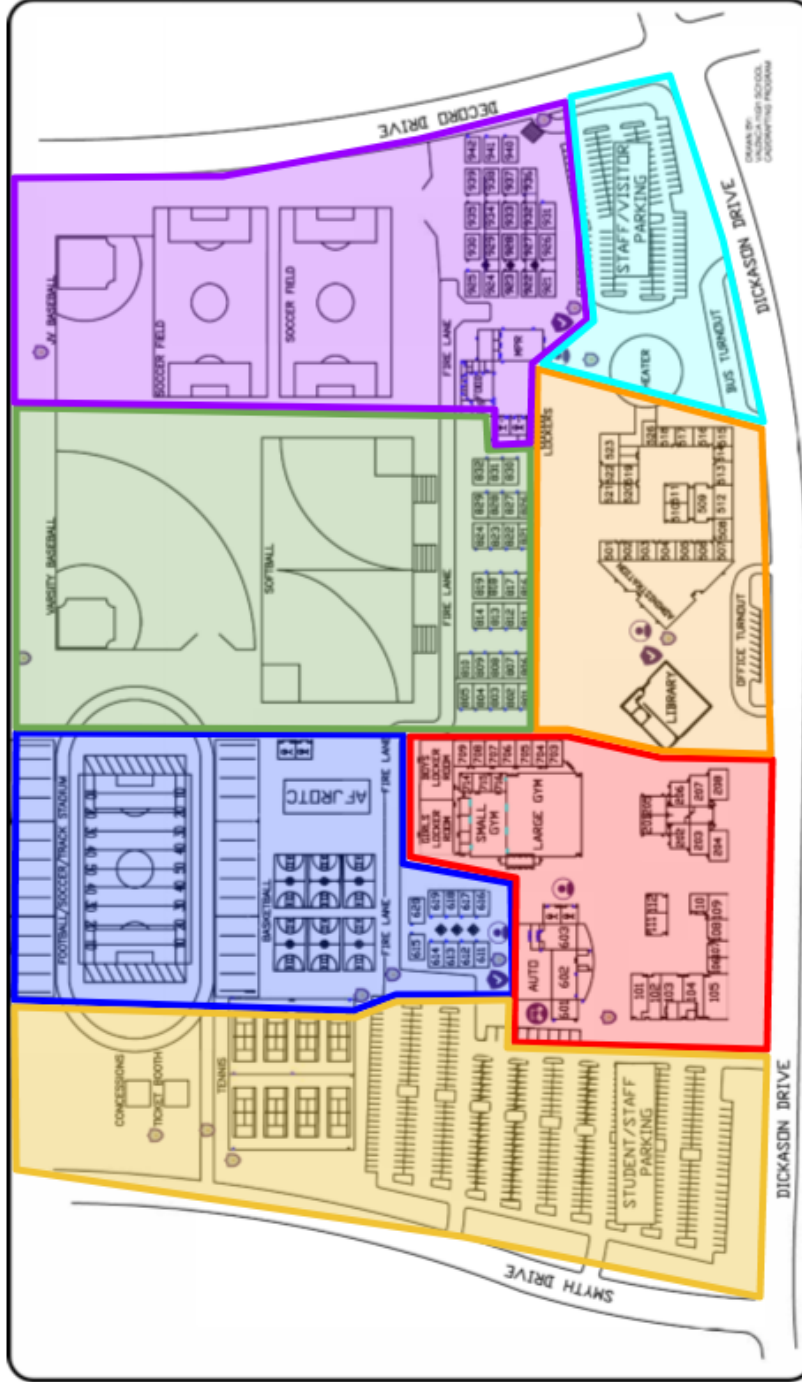
At the start of the school day, campus supervisors are positioned at all entrances to the school (main entrance and parking lot entrances used by staff) and in the parking lots where buses and cars are unloading. Campus supervisors and administrators make contact with students as they are dropped off in the morning. Campus supervisors and administrators are trained to interact with any adult attempting to enter campus. From the time our students are on campus, they are encouraged to move to class. Valencia High School is a closed campus for freshman and sophomores, and only juniors and seniors with parent permission are allowed to leave at lunch. As students leave our campus at the end of the day, they are monitored until they leave the main gates. All egress gates will remain unlocked at all times for students and staff to exit campus quickly and unimpeded during an emergency.

Throughout the school day, campus supervisors monitor the behavior of our students very closely and make a point to interact with them. Campus supervisors are trained to immediately report any anomalies or potential problems/issues/conflicts to administration and campus supervisor leads. Campus supervisor team meetings are regularly scheduled with administration to review duties, procedures, and supervision zones.

NOT FOR DISTRIBUTION

VALENCIA HIGH SCHOOL SUPERVISION ZONES

Yellow Zone	Student/Staff Parking, Smyth Perimeter
Blue Zone	Stadium, Basketball Court, ROTC, 600s
Red Zone	100s, 200s, Gym Hallway, Gyms, Locker Rooms
Orange Zone	Library Quad, 500s
Green Zone	800s, Varsity Baseball, Softball
Purple Zone	900s, Lunch Area, Upper Field, Decoro Perimeter
Cyan Zone	Staff/Visitor Parking, Bus Turnaround



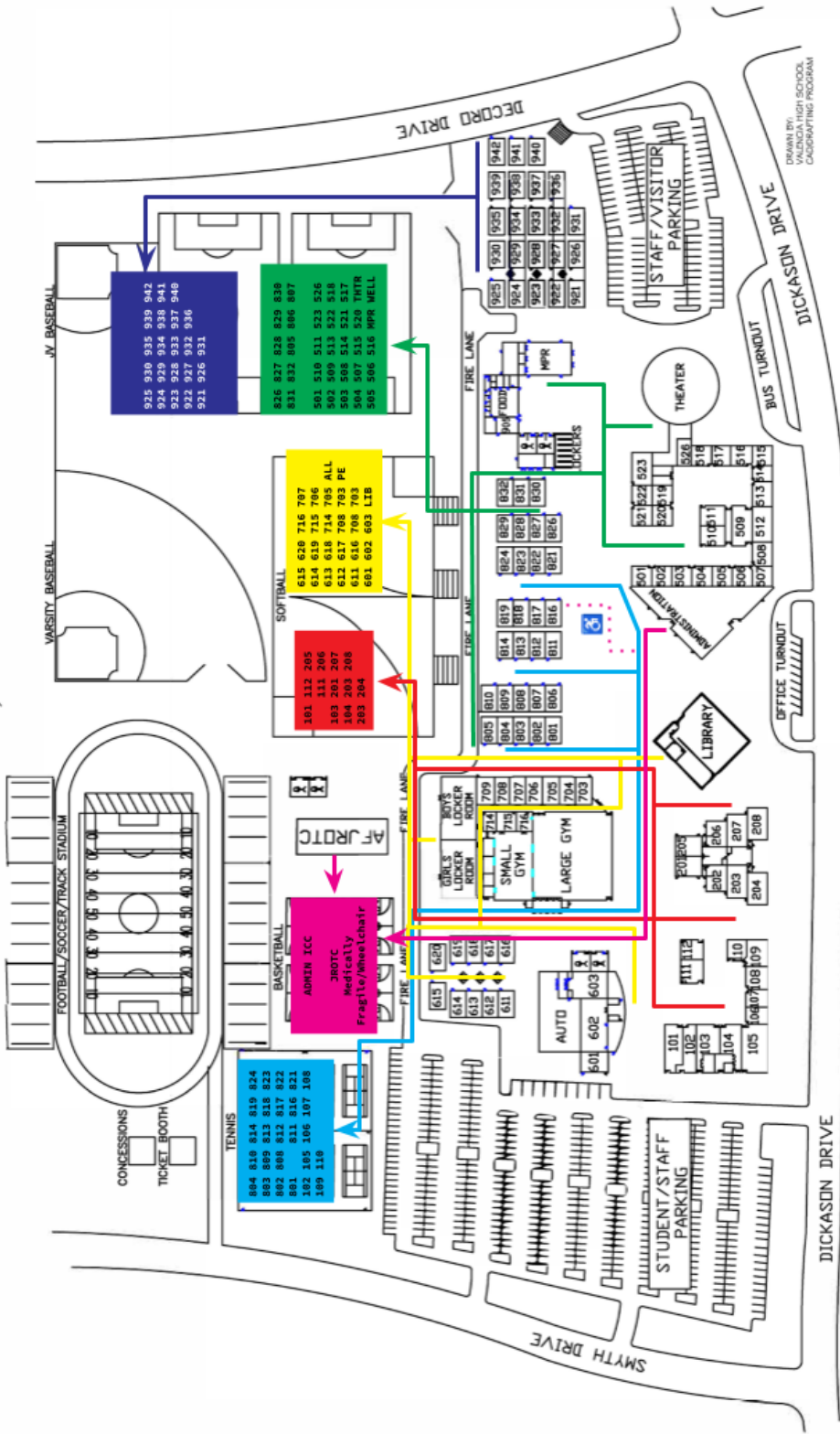
During brunch & lunch each zone will have one campus supervisor & one administrator. Campus Supervisors in blue and orange will be overseeing students leaving for lunch. Administrators can rotate through the zones throughout the year or as needed.

Update 09.2024

Evacuation Routes

Evacuation Map

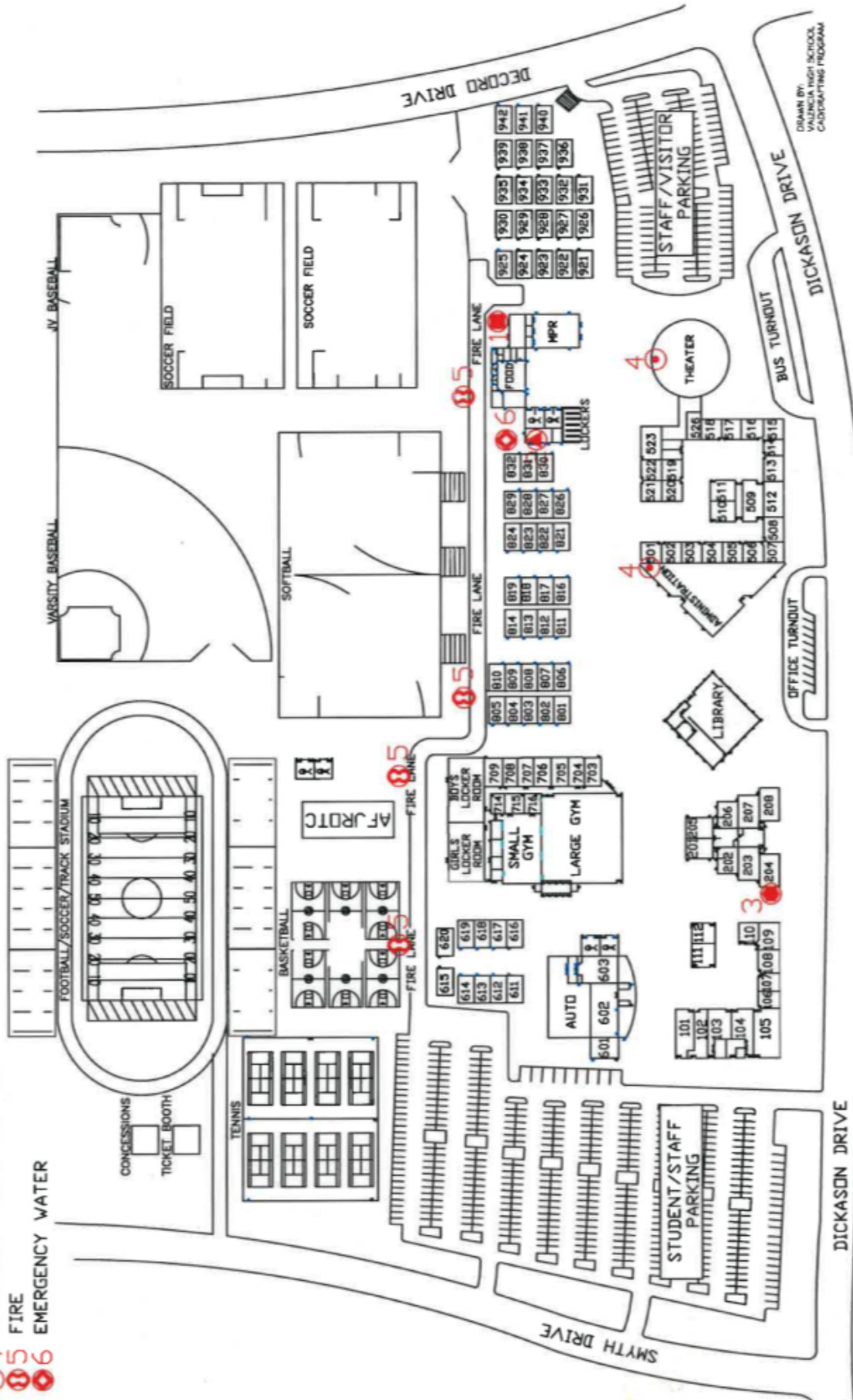
VALENCIA HIGH SCHOOL
27801 North Dickason Drive
Valencia, CA 91355



Utilities Shut Off

VALENCIA HIGH SCHOOL

- 1 MAIN GAS SHUT OFF
- 2 MAIN ELECT SHUT OFF
- 3 MAIN WATER SHUT OFF
- 4 SPRINKLER VALVE SHUT OFF
- 5 FIRE
- 6 EMERGENCY WATER



DESIGNED BY
VALENCIA HIGH SCHOOL
CARTOGRAPHING PROGRAM

Z

Procedures to Ensure a Safe and Orderly Environment

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

Goal #1-Objective 1: Valencia High School will utilize effective strategies to intervene at the earliest possible point when students exhibit signs of social/emotional challenges.

Goal #1-Objective 2: Valencia High School sets a standard for adults and students to interact with each other in a caring, supportive manner.

The School's Physical Environment

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

Goal #1-Objective 1: Valencia High School will utilize effective strategies to intervene at the earliest possible point when students exhibit signs of social/emotional challenges.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
1. Valencia High School shall provide to parents/guardians information of agencies that can provide counseling services.	Current Resource Listing	Completed directory	Counselors	Aug 2022	On-Going
2. Valencia High School shall provide to staff identified effective research-based social emotional learning strategies for grades 9-12.	Research; SSA; Conference Material	Completed Material; Documentation	Administration; PD Team; Counselors; Social Workers	“	“
3. Valencia High School shall encourage staff to attend workshops/conferences on identifying academic risk factors and applying effective strategies in supporting students with social/emotional deficits.	District PD; SSA; PBIS Team Training; PD Team Workshops	Staff attending workshops	Site Administration; Staff	“	“
4. Valencia High School's staff shall work with parents to help support students experiencing maladaptive behaviors (i.e. supporting parents and students by developing strategies to address these behaviors)	“	Counseling Contact Log in IC; SAO Referrals	“	“	“
5. Valencia High School shall hold regularly scheduled “Student Study Team (SST) Meetings.” Students with maladaptive behaviors shall be placed on the agenda. The team shall include a psychologist, administrator, teacher(s), and a counselor. (A member of the Special Education Department, the student, and parent will be encouraged to attend.)	IDEA; AB1250; CDE Code Part 30 Sections 56000 to 59300	SST Agendas and Minutes	Administrators; Counselors; School Psychologist	“	“
6. Valencia High School's staff shall immediately contact administration and counselor or the school psychologist when it is reported that a student has discussed the possibility of suicide.	Counselor Dept.; School Psychologist; Mental Health Dept.	Individual Referrals	All Staff	“	“

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

Goal #1-Objective 2: Valencia High School sets a standard for adults and students to interact with each other in a caring, supportive manner.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
1. Valencia High School shall develop strategies to encourage parents/guardians to become proactively involved in the education of their children.	District sponsored parenting classes; School Newsletter; PAC Meetings	Strategies Implemented	Site Administration; Faculty; Counselor Dept.; PAC	Aug 2022	On-Going
2. Valencia High School's PBIS Team will explore, establish and implement site Positive Behavior Expectations and Systems.	LACOE PBIS Coach & Team Trainings	PBIS Behavior Matrix	PBIS Team; Administration; All Staff	"	"
3. Valencia High School teachers and counselors shall notify parents/guardians immediately when a student begins to exhibit academic or social problems and work with them to develop a plan for support.	VHS Faculty, Counselors, and Administration	SST minutes; Faculty logs; IC Documentation	Faculty; Counselors; Administrators	"	"
4. Valencia High School shall provide to students, staff, and parents with support regarding conflict resolution (including mediation & restorative conferences).	WSHUHSD; Certified Mediators; Local Marriage/Family Counseling centers	Documentation of participation in available services	Administration and Counselors	"	"
5. Valencia High School shall hold annual events that bring students, parents and staff members together in a positive environment.	Parent Nights; Rallies	BTSN; Open House; Rallies	Administration; PAC; ASB	"	"

Procedures to Ensure a Safe and Orderly Environment

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

Goal #2-Objective 1: Valencia High School shall have visible campus supervisors and staff who actively supervise and are trained in school safety procedures.

Goal #2-Objective 2: Students attending Valencia High School will have strategies in place for how to respond to an emergency, when they feel threatened or when in need of assistance.

Create a Caring and Connected School Environment

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

Goal #2-Objective 1: Valencia High School shall have visible law enforcement, campus supervisors and staff who actively supervise and are trained in school safety procedures.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
1. Valencia High School's administration will encourage local law enforcement, staff members, and parents to be visible and actively supervising at times students are en route to and from school and throughout the school day.	Staff; Parents	Visible presence	Site Administration;	Aug 2022	On-Going
2. Valencia High School shall conduct regular safety meetings and include invitations to local law enforcement, community agencies and district officials.	Site Administration; PAC	Minutes of Meetings	Site Administration; PAC Officers	"	"
3. Valencia High School shall implement board policies and procedures to secure the school site during school hours.	Board Policies; Campus Security; Sheriff's Dept.	Daily monitoring	Site Administration; Plant Manager; Maintenance; Campus Supervisors	"	"
4. Valencia High School shall work closely with local law enforcement and district administration in responding to potential community threats to the safety of students, staff and parents.	Sheriff's Dept.; Fire Dept.; District Administration;	Evaluation of Individual Situations Responses	Site Administration; Sheriff's Dept.	"	"
5. Valencia High School administration will meet regularly with campus supervisors to assess and revise campus safety systems.	Board Policies; Campus Security; Sheriff's Dept.	Campus Supervisor Schedules, Maps, Duty Assignments	Site Administration; Sheriff's Dept.	"	"

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

Goal #2-Objective 2: Staff and students attending Valencia High School will have strategies in place for how to respond to an emergency, when they feel threatened or when in need of assistance.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
1. Valencia High School's administration will regularly schedule and implement emergency drills and training for staff and students.	District Training; Administration; Safety Organizations (i.e. Great CA Shakeout)	Drill Schedules; VTV Broadcasts;	Administration; District Safety Committee;	Aug 2022	On-Going
2. Valencia High School's staff will provide school safety information to parents and encourage them to discuss safety with their children.	Administration; Counselors; District	Newsletter Article	Site Administration; Counselors	"	"
3. Valencia High School will develop an inventory and accounting system to ensure all spaces on campus contain all necessary supplies for an emergency (i.e. Emergency Backpacks, Lockdown Buckets, "Keep the Pressure" Kits, Emergency Procedure Folders, etc.)	District Office Risk Management Recs; Administration	Inventory Sheets; Supply Check-Out/In sheets; Supply order Forms	Administration; Risk Management Personnel; Office Manager	"	"
4. All students at Valencia High School will identify an adult staff member (counselor, teacher, administrator, etc.) that they can talk to and share any potential problems or situations that could escalate into a real conflict.	Faculty; Staff; Administration; Counselors;	Annual Evaluation	ASB; Administration	"	"
5. Valencia High School's staff will work with students and will engage assistance from other school administrations, and/or local law enforcement agencies for conflicts involving non-Valencia High School personnel	Other schools' administration; SCV Sheriff's Dept.	IC Records;	Administration; Sheriff's Dept.	"	"
6. Valencia High School students will be educated on how to report threatening or suspicious behavior and on the consequences for those who make threats.	SCV Sheriff Department; District Policy	VTV Broadcasts; School Website	Administration; Sheriff's Dept.	"	"

Student CAREText

The Valencia High School student CAREText provides students and the community with easy access to report any potential behaviors of concern in others that might indicate a need for further attention. Each school site has a phone number and email address that can be used to alert school staff about the safety or well-being of others. Each member of our community has the ability to make a positive difference in the life of someone who needs help. If you see something. Say something, and let's take care of each other by making a confidential report. Once a report is received, the school administration will evaluate the situation to ensure the student(s) have the needed support and resources to get back on track.

Cause for concern may be indicated by someone demonstrating the following behavior(s):

- Trouble controlling emotions
- Withdrawal from friends
- Withdrawal from usual activities
- Feelings of rejection or solitude
- Feelings of constant disrespect
- Frequent loss of temper
- An increase in risk-taking behaviors
- Talk of suicide or loss of hope
- Self-harm
- Declining school performance

To access the Valencia High School student care line, send an email to vhstip@hartdistrict.org or text 661-213-9313.

Student Care Team

Each school site in the William S. Hart School District has a Student Care Team in place. The Student Care Team is a multidisciplinary team composed of members from the school site who interact with students, including an assistant principal, a counselor, a therapist, a social worker, and the School Resource Officer. This team meets frequently to discuss students who exhibited behaviors of concern. During this meeting, the Student Care Team reviews team members' current knowledge of the student, and creates a Student Care Plan to connect the student and his/her family with the resources needed to get the student back on track. Chronic or severe cases are elevated to the District Care Team for review and intervention. The goal of the Student Care Team is to solve problems while they are small and prevent them from becoming large problems.

2023/24 School Climate Survey Data

1. What school do you currently attend?

	Responses	Percent
Valencia: 	245	100%
Total Responded to this question:	245	100%
Total who skipped this question:	0	0%
Total:	245	100%

2. What grade are you in?

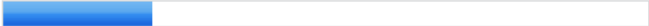
	Responses	Percent
8: 	5	2.04%
10: 	240	97.96%
Total Responded to this question:	245	100%
Total who skipped this question:	0	0%
Total:	245	100%

3. How do you identify your gender?

	Responses	Percent
Male (0 Points): 	129	52.65%
Female (0 Points): 	107	43.67%
Non-binary (0 Points): 	5	2.04%
Prefer not to answer (0 Points): 	4	1.63%
Total Responded to this question:	245	100%
Total who skipped this question:	0	0%
Total:	245	100%

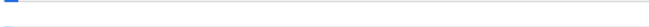
4.

What is your race or ethnicity? (Mark all that apply.)

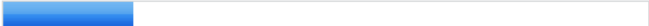
	Responses	Percent
American Indian or Alaska Native: 	9	3.69%
Asian: 	71	29.1%
Black or African American: 	21	8.61%
Hispanic or Latino/Latino/Latinx: 	57	23.36%
Native Hawaiian or Pacific Islander or American Samoan: 	8	3.28%
White/Caucasian: 	119	48.77%
Filipino: 	42	17.21%
Race/ethnicity not listed: 	16	6.56%
Prefer not to answer: 	9	3.69%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

5.

What best describes where you live? (Mark all that apply.)

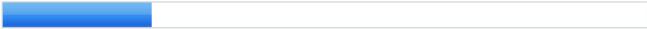
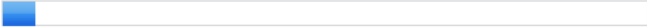
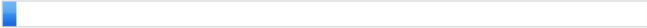
	Responses	Percent
A home with one or more parent(s) or guardian(s): 	242	99.18%
Other relative's home: 	4	1.64%
A home shared with another family: 	3	1.23%
A friend's home: 	2	0.82%
Foster home, group home, or waiting for placement: 	1	0.41%
Hotel or motel: 	2	0.82%
Shelter, car, campground, or other transitional or temporary housing arrangement: 	2	0.82%
Prefer not to answer: 	3	1.23%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

6. Is English the language spoken most of the time in your home?

	Responses	Percent
No (0 Points): 	49	20.08%
Yes (0 Points): 	195	79.92%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

7.

How would you describe the grades you mostly received in school this year?

	Responses	Percent
Mostly A's and B's (0 Points): 	174	71.31%
Mostly B's and C's (0 Points): 	55	22.54%
Mostly C's and D's (0 Points): 	11	4.51%
Mostly D's and F's (0 Points): 	4	1.64%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

8.

How many times per month did you miss an entire day of school for any reason?

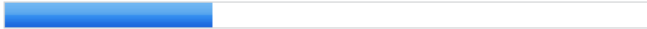
	Responses	Percent
Never: 	77	31.56%
1-2 days: 	124	50.82%
3-4 days: 	27	11.07%
5-6 days: 	10	4.1%
7 or more days: 	6	2.46%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

9.

How many times this year did you choose not to go to class?

	Responses	Percent
Never: 	152	62.3%
1-2 times: 	46	18.85%
3-4 times: 	19	7.79%
5-6 times: 	10	4.1%
7 or more times: 	17	6.97%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

10. During this school year, how often have you felt depressed or anxious?

	Responses	Percent
Never: 	78	31.97%
Occasionally: 	90	36.89%
Frequently: 	58	23.77%
Always: 	18	7.38%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

11.

During this school year, did you ever consider self harm?

	Responses	Percent
No (0 Points): 	222	90.98%
Yes (0 Points): 	22	9.02%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

12. During this school year, did you ever experience thoughts of suicide?

	Responses	Percent
No (0 Points): 	224	91.8%
Yes (Teen Suicide Hotline 1-800-843-5200 available 24/7) (0 Points): 	20	8.2%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

13. During this school year, did you ever attempt suicide?

	Responses	Percent
No (0 Points): 	243	99.59%
Yes (Teen Suicide Hotline 1-800-843-5200 available 24/7) (0 Points): 	1	0.41%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

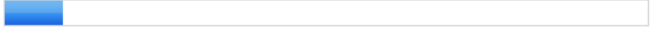
14.

I feel close to other students in my classes.

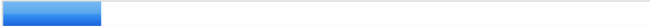
	Responses	Percent
No (0 Points): 	80	32.79%
Yes (0 Points): 	164	67.21%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

15.

During this school year, I am seeing high levels of tension between students and teachers.

	Responses	Percent
Never: 	97	39.75%
Occasionally: 	125	51.23%
Frequently: 	22	9.02%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

16.
During this school year, I am seeing high levels of tension between students.

	Responses	Percent
Never: 	79	32.38%
Occasionally: 	129	52.87%
Frequently: 	36	14.75%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

17.
During this school year, I have seen tension between students result in a physical altercation/fight.

	Responses	Percent
Never: 	99	40.57%
Occasionally: 	124	50.82%
Frequently: 	21	8.61%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

18.
During this school year, have you made an appointment to see a School Counselor, Wellness Coordinator, Social Worker, or School Therapist? If so, how often?

	Responses	Percent
Never: 	157	64.34%
Once: 	42	17.21%
A few times: 	39	15.98%
Frequently: 	6	2.46%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

19.
At this school, there is a teacher or other adult who I believe cares about my well being and success.

	Responses	Percent
No (0 Points): 	36	14.75%
Yes (0 Points): 	208	85.25%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%
Points Summary:		
Highest: 0	Lowest: 0	Average: 0
Median: 0		Standard Deviation: 0

20.
How many times have you visited the School Wellness Center?

	Responses	Percent
Never:	167	68.44%
One time:	40	16.39%
Two times:	15	6.15%
Three times:	10	4.1%
Four or more times:	12	4.92%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

21.
This school year, I have participated in the following school-sponsored events: (Mark all that apply.)

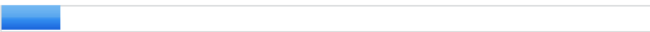
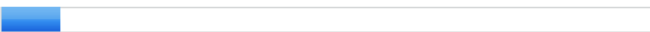
	Responses	Percent
Athletics:	140	57.38%
Clubs:	117	47.95%
Other school activities (i.e., dances, rallies, etc.):	140	57.38%
Arts/Band/Music:	37	15.16%
None:	37	15.16%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

22.
Which of the following helps you feel motivated to do your best at school?

	Responses	Percent
A chance to redo assignments if I get a low grade.:	76	31.15%
Timely, detailed feedback so I know how to improve before getting a grade.:	23	9.43%
Hands-on experiences including lab experiments, field trips, and maker spaces.:	35	14.34%
Assignments that interest me and are relevant to what we are learning.:	71	29.1%
Showing me how I can use what I learn in my future career.:	39	15.98%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

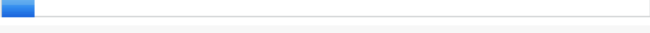
23.

Which would be the best way to support you if you needed academic help?

	Responses	Percent
Before school intervention / homework help.: 	23	9.43%
After school intervention / homework help.: 	74	30.33%
Another class in my schedule during the regular school hours.: 	41	16.8%
Intercession opportunities to improve my grades during Winter Break, Spring Break, and/or Summer.: 	23	9.43%
An open time during school like WIN time, Advisory, or Intervention period.: 	83	34.02%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

24.

How often did your internet connection at home interfere with your ability to access your class assignments?

	Responses	Percent
Never: 	142	58.2%
Occasionally: 	73	29.92%
Frequently: 	18	7.38%
Always: 	11	4.51%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

25.

If I did not feel physically or emotionally safe in any of my classes I would tell my parents/guardians.

	Responses	Percent
No (0 Points): 	51	20.9%
Yes (0 Points): 	193	79.1%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%
Points Summary:		
Highest: 0	Lowest: 0	Average: 0
	Median: 0	Standard Deviation: 0

26.

If I did not feel physically or emotionally safe in any of my classes I would tell a teacher, a counselor or other adult on campus.

	Responses	Percent
No (0 Points):	98	40.16%
Yes (0 Points):	146	59.84%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%
Points Summary:		
Highest: 0	Lowest: 0	Average: 0
	Median: 0	Standard Deviation: 0

27.

During this school year, how often did you hear others make negative comments or use slurs about someone's race, religion, sexual orientation, or gender expression on campus?

	Responses	Percent
Never:	62	25.41%
Occasionally:	84	34.43%
Frequently:	61	25%
Always:	37	15.16%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

28.

This school helps students resolve conflicts regarding race, religion, sexual orientation, or gender expression.

	Responses	Percent
Never:	42	17.21%
Occasionally:	65	26.64%
Frequently:	36	14.75%
Always:	19	7.79%
Do not know:	82	33.61%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

29.

The adults at this school STOP or TRY TO STOP students from making comments or using slurs about a student's race, religion, sexual orientation, or gender expression.

	Responses	Percent
Never:	29	11.89%
Occasionally:	72	29.51%
Frequently:	47	19.26%
Always:	33	13.52%
Do not know:	63	25.82%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

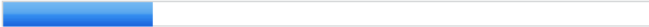
30.

The students at this school STOP or TRY TO STOP other students from making comments or using slurs about a student's race, religion, sexual orientation, or gender expression.

	Responses	Percent
Never: 	78	31.97%
Occasionally: 	69	28.28%
Frequently: 	35	14.34%
Always: 	9	3.69%
Do not know: 	53	21.72%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

31.

This school encourages students to care about how others feel.

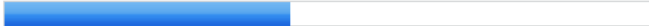
	Responses	Percent
Never: 	41	16.8%
Occasionally: 	110	45.08%
Frequently: 	56	22.95%
Always: 	37	15.16%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

32. Students at this school try to stop bullying when it happens to other students.

	Responses	Percent
No (0 Points): 	83	34.02%
Yes (0 Points): 	38	15.57%
Do not know (0 Points): 	123	50.41%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

33.

If a student tells an adult at school that someone is bullying, the adult will do something to help.

	Responses	Percent
No (0 Points): 	19	7.79%
Yes (0 Points): 	117	47.95%
Do not know (0 Points): 	108	44.26%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

34. Generally speaking, when students break the rules, the consequences they receive are appropriate.

	Responses	Percent
No (0 Points):	47	19.26%
Yes (0 Points):	107	43.85%
Do not Know (0 Points):	90	36.89%
Total Responded to this question:	244	99.59%
Total who skipped this question:	1	0.41%
Total:	245	100%

35.

*

	Responses	Percent
I have reviewed the resources on this page.:	240	100%
Total Responded to this question:	240	97.96%
Total who skipped this question:	5	2.04%
Total:	245	100%

Emergency/Disaster Procedures

Disaster Response Procedures

Policy 3516: Emergencies And Disaster Preparedness Plan

The Governing Board recognizes that all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The District shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on District students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the District may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

Regulation 3516: Emergencies And Disaster Preparedness Plan

The Superintendent or designee shall ensure that District and/or school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake, flood, or other natural disasters
3. Environmental hazards, such as leakages or spills of hazardous materials
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

The Superintendent or designee shall ensure that the District's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
2. Instruction for District staff and students regarding emergency plans, including:
 - a. Training of staff in first aid and cardiopulmonary resuscitation
 - b. Regular practice of emergency procedures by students and staff
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the District and, if communication between the District and site is not possible, at each site
 - b. Individuals responsible for specific duties
 - c. Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans.
 - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
 - e. Assignment of responsibility for identification of injured persons and administration of first aid
4. Personal safety and security including:
 - a. Identification of areas of responsibility for the supervision of students

Schoolwide Evacuation Procedures

TEACHERS WITH CLASSES

1. Lead students through proper drop and cover actions if appropriate.
2. Ascertain the extent of any injuries.
3. Evacuate classroom in calm, orderly manner (see evacuation map on the classroom wall by door).
4. Escort class to the assembly area (main football field) and take roll.
5. Complete an Accountability Report sheet for your class – designate a reliable student as your runner and send the report to the “Student/Staff Status” table on the track (50-yard line) with the runner – including students/staff needing mental health counseling.
6. Supervise and reassure your students throughout the emergency.
7. **Keep all of your students with you for student location/reunion purposes.**
8. Involve your students in activities that will keep them busy and maintain order.

TEACHERS WITHOUT CLASSES / INSTRUCTIONAL ASSISTANTS

1. Immediately report to the Logistics Officer at the Command Post and assist as directed.

GENERAL RESPONSIBILITIES

1. If a disaster were to strike during school hours, our primary responsibility is to ensure the safety and security of our students first, and each other second. We can expect student flight and panic to some degree, however, **most students will look to us for their safety and proper actions in a disaster**. As staff and professionals, we must set the example of calm and fight the “flight” urge.
2. Due to the fact that most of us have our own families and our concern for them will be great, once we have established control here, we will initiate a relief system. This system will allow certain employees to leave, unite with their loved ones, take care of things, and then return (**if requested**) to relieve others to do the same until all of our students have been united with their families.

INCIDENT: ALARMS SOUNDING

When an alarm goes off during a passing period or a break: faculty must report to their Assembly Area locations and students are to report to their **THIRD PERIOD** teacher in the Assembly Area. Be sure to inform your Advisory students each semester of this and where you will be located in the Assembly Area.

INCIDENT: NO ALARMS SOUNDING

In the event that power is lost to the school and bells are not available: teachers should exercise conservative judgment and evacuate if they believe an emergency condition exists in their classroom.

Regarding earthquakes: quakes and aftershocks can differ in their impact on classrooms and equipment within classrooms. **If you feel that students could be in danger by remaining in the classroom, then please evacuate your classroom.**

REMEMBER: IF A DISASTER SHOULD STRIKE BETWEEN CLASSES, STUDENTS ARE TO BE DIRECTED TO THE ASSEMBLY AREA (UPPER FIELDS) TO REPORT TO THEIR **THIRD PERIOD** TEACHER.

GOOD NEIGHBOR RULE

During a real emergency, we would need to be flexible regarding emergency conditions present on campus at that time. Remember the importance of checking in with your colleagues near your location as you escort your class to the assembly area. If your colleagues are injured and unable to evacuate, help out by evacuating their class as well. Relay any pertinent information to the Incident Command Post when you have reached your evacuation location.

Student Accountability Report

ROOM # _____ TEACHER _____

ACCOUNTABILITY REPORT FORM

*****Complete this form and send it with a runner to the Incident Command Post-ASAP*****

STATUS OF STUDENTS (check one)

☐ ALL accounted for

☐ Injuries

☐ Immediate help needed

location: _____

Was a Student(s)/Adult(s) left behind in your classroom: ____Yes ____No

If Yes: What is the name(s) of the student/adult _____

Is the student/adult injured: ____Yes ____No **Type of Injury:** _____

Additional Information: _____

Students Unaccounted For: *(Record names below)*

*****Complete this form and send it with a runner to the Incident Command Post-ASAP

Time received by ICP _____

ROOM # _____ TEACHER _____

ACCOUNTABILITY REPORT FORM

*****Complete this form and send it with a runner to the Incident Command Post-ASAP*****

STATUS OF STUDENTS (check one)

☐ ALL accounted for

☐ Injuries

☐ Immediate help needed

location: _____

Was a Student(s)/Adult(s) left behind in your classroom: ____Yes ____No

If Yes: What is the name(s) of the student/adult _____

Is the student/adult injured: ____Yes ____No **Type of Injury:** _____

Additional Information: _____

Students Unaccounted For: *(Record names below)*

*****Complete this form and send it with a runner to the Incident Command Post-ASAP

Time received by ICP _____

Earthquake Protocol

At the first sign of an earthquake:

- Teachers/staff will automatically issue **"DUCK, COVER & HOLD"** order.
- Teachers/staff & students will take immediate protective position:
- Head first under table to keep your head and body protected
- AWAY from windows Drop to knees, hold on to one leg of the table or desk with one or both hands and try to move with it
- Stay protected until all shaking and movement of objects stops

Evacuation Procedures if Necessary:

- Remain calm
- Supervise and reassure students
- Assess injured students
- Evacuate to emergency assembly area:
- Use safest route
- Quickly and quietly
- Be alert for blocked exits, other hazards
- Be aware of other classes not exiting (to report to Command Post)
- **Leave doors unlocked for Search and Rescue access**

Assembly Area Procedures:

- Instruct students to sit on the ground
- TAKE ATTENDANCE immediately and REPORT MISSING STUDENTS on the Accountability Report Form
- Only those students who were present prior to the evacuation and are no longer present should be reported
- COMPLETE an Accountability Report sheet for your class – designate a reliable student as your runner and send the report to the “Student/Staff Status” table on the track (50-yard line) with the runner – include students/staff needing mental health counseling.
- Search & Rescue and First Aid Team members report to stations
- Remain quiet and attentive awaiting assignments
- Maintain a calm, reassuring tone for students

Off-Site Evacuation/Reunification:

- In the case an off-site evacuation is required, students and staff will evacuate by bus to one of the following sites: (evacuation sites are listed in order of preference, depending upon the conditions in the area).

- West Ranch High School, 26255 W. Valencia Blvd, Stevenson Ranch, CA 91381

Fire/Hazard Protocol

When the fire alarm goes off DURING a class period:

- Immediately halt classroom activities and begin preparing students for evacuation
- Direct students to assemble near the door.
- Evaluate the condition outside of the classroom to see if it is safe to exit (by looking out the glass in the door or a window).
- Gather the following items to take with you:
 - **Red** Emergency Backpack
 - Your Class Rosters
 - **ORANGE** Classroom Room Number Sign
- Quickly remind students to:
 - Follow the Room # Sign
 - Stay together
 - Go directly to Assembly Area Location
- Lead students along your EVACUATION ROUTE to the designated Assembly Area for your classroom.

Once Arriving at Assembly Area:

- Instruct students to sit on the ground
- TAKE ATTENDANCE immediately and REPORT MISSING STUDENTS on the Accountability Report Form
 - Only those students who were present prior to the evacuation and are no longer present should be reported
 - Staff will utilize the Crisis Go management application to track students' whereabouts and to account for their own well-being. An ALL CLEAR announcement will be made once all staff and students are accounted for.
- Remain quiet and attentive awaiting assignments/Evacuation Orders

Off-Site Evacuation/Reunification:

- In the case an off-site evacuation is required, students and staff will evacuate by bus to one of the following sites: (evacuation sites are listed in order of preference, depending upon the conditions in the area).
 - West Ranch High School, 26255 W. Valencia Blvd, Stevenson Ranch, CA 91381
 - West Creek Academy, 28767 W Hills Dr, Valencia, CA 91354

Lockdown Protocol

A **LOCKDOWN** situation exists when we need students in secured areas as quickly as possible. An armed intruder on campus, news of a potential drive-by shooting, a hazardous material (HAZMAT) threat, etc. could necessitate a **LOCKDOWN**. With some types of bomb threats a **LOCKDOWN** may be safer than evacuating students onto the fields.

The signal for **LOCKDOWN** will be announced openly with a special bell– without code – over the PA system. Upon hearing the bell and order to **LOCKDOWN**, teachers are to immediately insure that all of their students are accounted for and then lock all doors leading into the classroom. If a teacher has sent a student out of class with a pass, the teacher is to lock all doors leading into the classroom, as that student will remain under the supervision of whomever the student was sent to.

Phase 1: Safety and Security

1. If you hear, “LOCKDOWN” over the intercom, or hear the LOCKDOWN bell, or an administrator/crisis team member announces the lockdown in person:
 - a. Everyone is to stay where they are
 - b. **Classroom teachers** are to:
 - i. Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
 - ii. Lock your door.
 - iii. Lower or close any blinds.
 - iv. Place students on the floor and against walls so that the intruder cannot see them if looking in the door.
 - v. Turn out lights and computer monitors.
 - c. Physical education classes being held in the gym should lock down the gym and remain there, or move safely and calmly into a locker room, lock all doors, and find a safe area.
 - d. Any students in the cafeteria should move to the nearest classrooms.
 - e. If teachers and students are in the bathrooms, they should go to the nearest classroom/office if possible, if not possible – lock bathroom, move to a stall, lock it and stand on the toilet.
 - f. Anyone in the hallway should move to the closest classroom immediately.
 - g. Nurses/cafeteria workers/support staff should stay in the area they are in, secure the doors, and turn out the lights.
 - h. Students and staff in the library should remain in the library. Librarians should lock the doors, turn out the lights, and locate a safe area.

2. Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown, even in the event of a fire alarm. For further directives, law enforcement officers and administrators will have keys to open the doors or announcements will be made over the intercom.
3. An administrator will signal all personnel if the lockdown has been lifted.

DO NOT UNLOCK THE DOOR FOR ANY UNKNOWN PERSON WHO KNOCKS AND REQUESTS ENTRANCE. DO NOT UNLOCK THE DOOR (S) FOR ANY REASON UNTIL YOU HAVE BEEN NOTIFIED BY AN ADMINISTRATOR THAT ALL IS CLEAR. Updates and further instructions will be communicated openly over the PA system or via email.

DO NOT ACCESS YOUR TELEPHONE OR ALLOW ANYONE ELSE TO ACCESS THEIR TELEPHONE. LEAVE THE TELEPHONE LINE OPEN. The administration may communicate with specific classes at any given time during such a crisis. Instruct students **NOT** to use their cell phones during the crisis. This could cause an outsider to come to the school and become a victim.

Note to staff: All staff members should develop a plan, based on your classroom, of safely securing students (either in the classroom or in an available core, etc.) and obtaining their roll sheets and personal cell phone. In the event that the electricity is disabled, teachers should consider placing their cell phone and roll sheets in an easily accessible area. This will aid in accounting for all students and staff should an evacuation be necessary.

DURING BRUNCH OR LUNCH, students, faculty, and staff not in classrooms are to report immediately to the nearest secure location (classroom, gym, admin building, library, etc.). Office and security personnel will be in these buildings to secure students. **DURING PASSING PERIODS**, instruct students to get into the nearest classroom. Employees are to do the same. Teachers are to accept any student who enters their room during a **LOCKDOWN**. The employee in charge of a group of students is to write a list of students with them. Email this list to the Valencia High CAREText at vhstip@hartdistrict.org.

Phase 2: Information and Accountability

1. Once the lockdown has been lifted, take roll of all in attendance in your location. Email that attendance vhstip@hartdistrict.org
2. If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll to account for all students present in class. Email attendance to vhstip@hartdistrict.org. Administrators will divide and keep in communication with radios or cell phones.

Non-imminent threat: At times, there may be a lockdown in place for a non-imminent threat. This

could be due to police activity in a nearby area, etc., but nothing threatening enough to put students or staff in any immediate danger. In the case of a non-imminent threat, the LOCK DOWN signal or bell may or may not be rung. If the signal is not given, a member of the crisis team will come by your classroom to ask that you lock your doors, close blinds, and do not release students until given an “All Clear” by administration. Information regarding the reason for the LOCK DOWN will be given via email. This is to cause as little disruption to the learning environment as possible. If during passing periods, before school/after school, brunch, or lunch, an announcement will be made for students to go to their 3RD period class. All staff should report to their 3RD period location and lock their doors, close their blinds, and await further directions via email or announcement. Please take roll of students in your classroom and Email this list to Valencia High CAREText at vhstip@hartdistrict.org.

Off-Site Evacuation/Reunification:

- In the case an off-site evacuation/reunification is required, students and staff will evacuate by bus to one of the following sites: (evacuation sites are listed in order of preference, depending upon the conditions in the area).
 - West Ranch High School, 26255 W. Valencia Blvd, Stevenson Ranch, CA 91381
 - West Creek Academy, 28767 W Hills Dr, Valencia, CA 91354

Emergency Intervention Action Plan

CRISIS INTERVENTION ACTION PLAN

PURPOSE: To respond to physical, psychological and emotional need manifested as a result of an emergency, e.g., a death, serious accident, suicide, earthquake, a weapon and/or deadly force being used on campus, chemical seepage, etc.

PROCEDURES: When an emergency incident occurs, take immediate action: report the incident and any action taken to the Incident Command System (ICS) Leader, who will assemble the ICS Team, make an assessment of the situation, take any further action deemed appropriate, and report the Prithvi Govingan incident to the district office.

GENERAL GOALS WHEN A CRISIS OCCURS

1. Secure accurate information on the crisis.
2. Plan a preliminary course of action.
3. Convene the Crisis Team in the Coordinator's office prior to a general staff meeting.
4. Execute individual duties of the Crisis Team (as previously assigned; see below).

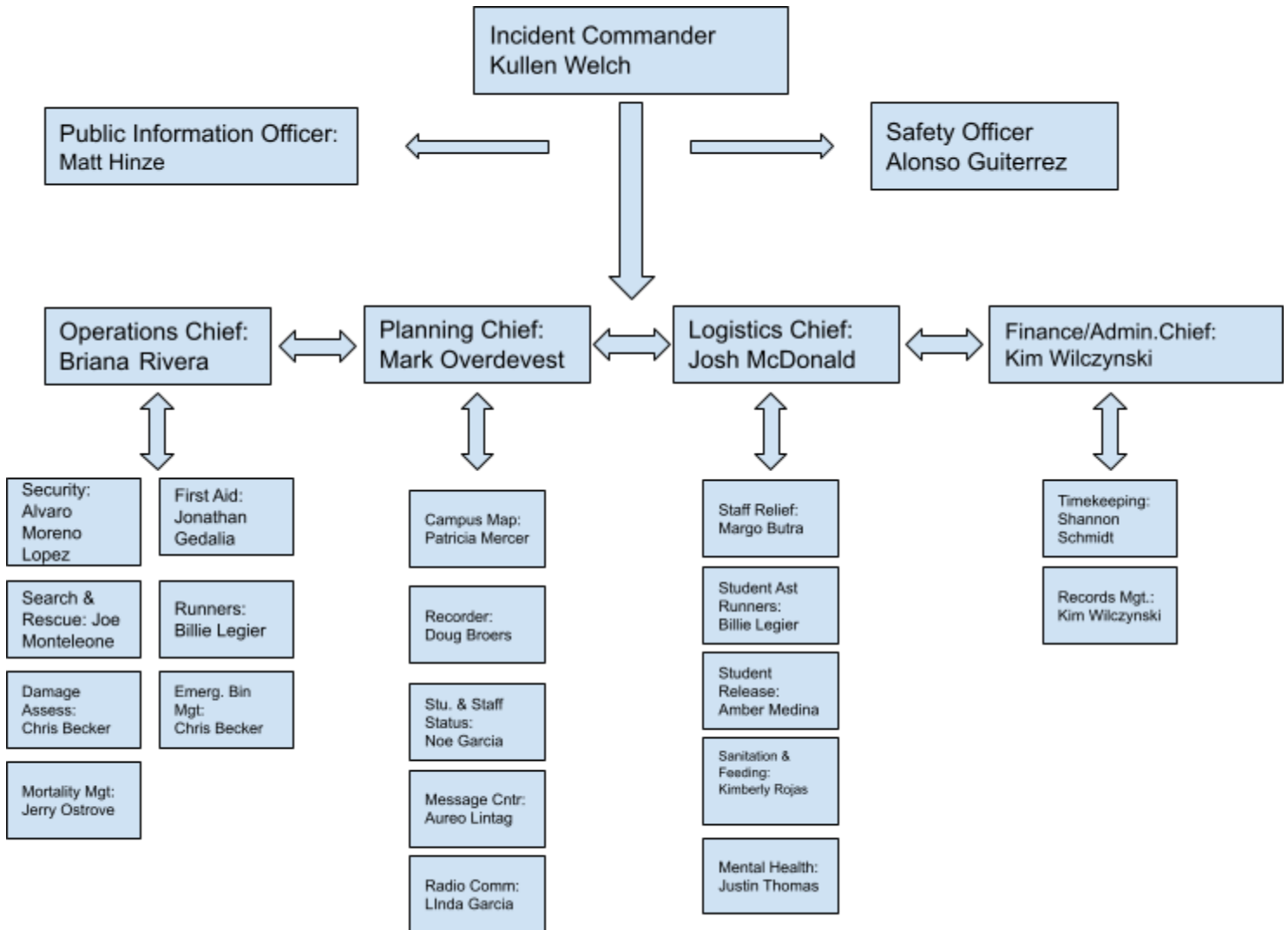
HOW ICS FUNCTIONS IN THE HART DISTRICT

- **All sites (schools/district) use ICS as a basis for their organizational structure.** The District EOC Plan contains detailed response and management procedures for all personnel at the school district administrative center and support sites (Warehouse, Maintenance, Transportation).
- **One person is in charge.** Incident Commander (IC) at the schools and District EOC Commander at the District level. This top-level person works closely with the Command Staff (Safety Officer and Information/Liaison Officer (or PIO/Liaison Officer at District) and the General Staff (the Section Chiefs).
- **A Section Chief** oversees and coordinates the activities of each of the five ICS Sections: Operations, Planning/Intelligence, Logistics, Finance/Administration, and School Information

A clearly defined chain of command is in place in advance of any emergency and is supported by appropriate training.

Valencia High ICS Teams 2024-2025

Emergency/Disaster ICS Command Flowchart



Incident Command System VHS Disaster Roles

Whenever a disaster occurs, the ICS will meet at the earliest possible time to determine the appropriate course of action. The actions will vary with different types of disasters. Once the action to be taken has been determined, the appropriate team Directors will begin to mobilize their groups into action. If the designated Director is not available, the Assistant Leader will assume those responsibilities. All teams will report to the emergency bin on the basketball courts.

<u>COMMAND CENTER</u> Kullen Welch— Incident Cmdr Alonso Guterrez— Safety Officer Matt Hinze— Public Info Officer Briana Rivera — Operations Chief Josh McDonalds— Logistics Chief Mark Overdevest— Planning Chief Kim Wilczynski— Finance Chief <u>Radio 2</u>	<u>SEARCH/RESCUE/ FIRE TEAM</u> Joe Monteleone— Director Jeff Albert— Supervisor Rob Waters Donald Buer Bill Bedgood Josh Benham Brian Eisen Brandon King Aaron Brisenio Mike Pontius Sam Hein *MSA Students <u>Radio 4</u>	<u>MENTAL HEALTH & CRISIS ASSESSMENT TEAM</u> Justin Thomas—Director Mayda Thornton Ashley Thomas Bridgette Martinez Jillian Edmonson Travis Wiese Catherine Greenberg Cristina Messina Isabel Acosta Joseph Alvarez Prithvi Govingan
<u>FIRST AID TEAM</u> Jon Gedalia—Director Daniel Ruiz—Triage Ray Sanchez Michelle Rivas Mara Desso MSA Students	<u>STUDENT RUNNER TEAM</u> Carlos Guevara — Director Jose Bareng *ROTC Students attached to the Search and Rescue Team will be used as runners from the Command Post.	<u>COMMUNICATIONS TEAM</u> Aureo Lintag— Message Center Director Linda Garcia— Radio Communications Director
<u>SECURITY TEAM</u> Alvaro Moreno Lopez— Director Burt Dominguez Cynthia Sandhu Lindsey Roberts Tyrone Shefton Marie Gonzales John Hurley Bri Zaragoza	<u>SEARCH & RESCUE STUDENT ASSISTANTS</u> Carlos Guevara—ROTC Director Jose Bareng **ROTC Students are attached to the Search and Rescue Team. They will assist with the transportation of seriously injured victims to the triage center. Two students are to be assigned to each Search & Rescue Squad.	<u>FOOD & WATER</u> Kimberly Rojas-Director Anne Willis Diana Mojica Jami Sheggard Alma Recinos Brittany Boyd

<u>RECORDING TEAM</u> Doug Broers— Director Patricia Mercer— Assistant <u>STAFF RELIEF POOL</u> Margo Butera— Director	<u>EMERGENCY CONTAINER MGT.</u> Shannon Schmidt— Leader Danielle Hernandez— Assistant	<u>STUDENT RELEASE TEAM</u> Amber Medina— Leader Noe Garcia— Assistant Tina Masters— Assistant Kathy Alfaro— Interpreter/IA Michelle Brown Mike Killinger Jessica Thompson— Bilingual Laura Graves
<u>SAFETY/DAMAGE ASSESSMENT TEAM</u> Chris Becker— Director Sal Cisneros— Assistant Gary Hernandez— Maintenance Faustino Saavedra Jr— Grounds	<u>MORTALITY MANAGEMENT TEAM</u> Jerry Ostrove— Director	<u>STUDENT/STAFF STATUS</u> Sharon Romero— Director Paula Elhilu— Supervisor

****Radio 1(all) Radio 3(District)

ICS Sections Overview

Incident Commander (IC)

Duties:

1. Observe and direct all operations.
2. Coordinate all response actions with the appropriate Section Chiefs.
3. Assign all disaster personnel or reassign as injuries or absences dictate.
4. Communicate situation status to the District on a regular basis by phone, two-way radio, written status reports-as appropriate.
5. Serve as Safety Officer if other qualified top-level site administrator has other assignment.
6. Provide for the health and safety of students and personnel as the first priority of disaster response.
7. Remain calm. Lead by example; your behavior sets tone for staff and students.

Location:

Command Center

Training:

1. All available disaster management training offered by the District or emergency management agencies.
2. Damage Assessment-Post-Earthquake Damage Evaluation for California Schools (The purpose of this training program is to enable school administrators, facility managers, and custodians to assess the damages to their buildings and decide whether the structures are safe to reoccupy.)
3. The principal and an alternate school administrator should be trained in shelter management.

Equipment:

1. Bullhorn with batteries
2. Current list of staff assignments to disaster teams
3. Emergency Procedures Manual
4. Site Status Report-EOC Message Forms (Form-12)
5. Decision/Action log
6. Pen, pencil, notepad, clipboard, paper clips
7. Job description clipboard
8. Mortality Management Guidelines (FEMA Multi-hazard Safety Program for Schools)-Get from Medical/First Aid Team

Procedures:

After evacuation from the classroom or work area, report to the Emergency Assembly Area (EAA) and check in with the department. Proceed to the disaster storage area to form Command Center teams and get supplies. Conduct briefings with Section Chiefs, PIO/Liaison and Safety Officer.

1. Verify that Emergency Assembly Area is still safe
2. Establish location of Command Center.

3. Direct opening of disaster container and Command Center setup.
4. Obtain personal equipment.
5. Assess type and scope of disaster.
6. Assign all disaster personnel or reassign as injuries or absences dictate. Maintain an updated duty roster, with date and times indicated. (Maintain all duty rosters as legal documents, to be given to the Finance/Administration Section Chief.)
7. Provide for immediate set up of Student Release Team (particularly Request Gate) so that they will be available to deal with parents as quickly as possible. (Do not authorize the release of students until completion of student accounting.)
8. With Operations Section Chief, determine threat to personnel and structures.
9. With Operations Section Chief, determine need for evacuation and take appropriate action.
10. With Section Chiefs, determine which disaster teams need to be activated (i.e., Security to close campus, dispatch Search & Rescue teams, etc.)
11. Have Operations Chief direct the setup of a sanitation area remote from Emergency Assembly Area
12. Monitor that all actions taken are documented with time line.
13. Using the Site Status Report-EOC Message Forms (Form-12), notify Asst. Superintendent, Administrative Services or, if operational, the District Emergency Operations Center (EOC) of disaster and keep updated on a regular basis, including:
 - a. Number of students injured and extent of injuries. **DO NOT TRANSMIT THE NAMES OF CRITICALLY INJURED OR DEAD OVER THE TWO-WAY RADIOS.** These names will have to be hand delivered to the District EOC when time and circumstances permit.
 - b. Type and extent of damage to buildings and grounds (i.e., utilities, roofs, ceilings, etc.)
 - c. Actions being taken by disaster teams and list of any actions being performed by outside agencies on campus.
 - d. Assistance requested from District.
 - e. Establish time of next update.
14. Provide for periodic reports of confirmed information to students and staff.
15. Refer requests for assistance to appropriate Section Chiefs, including list and last known location of missing personnel to search teams.
16. After student accounting is complete, authorize Operations Chief to direct Student Release Team to begin releasing students according to established procedures.
17. Assess total school situation:
 - View campus map periodically for Search & Rescue progress and damage assessment information.
 - Check with Section Chiefs for periodic updates
 - Approve all information before release by Information/Liaison Officer to parents or general public. (When unusual situations occur and it is impossible or impractical to direct media inquiries to the District Public Information Officer, you should clear all information with the District PIO prior to its release.)
18. Direct Information/Liaison Officer to coordinate with all off-campus organizations, including press on scene, Red Cross personnel on scene, police and fire personnel on scene.
19. Maintain IC log of decisions/actions taken during disaster.
20. Utilize your backup; plan and take regular breaks: 5-10 minutes every hour, relocate away from the CP.
21. Plan regular breaks for all staff and volunteers.
22. When the situation warrants it, release staff according to predetermined priority list established by school site.

23. Remain on and in charge of your campus until redirected or released by the District Superintendent.

Safety Officer

Duties:

1. Monitor and assess hazardous and unsafe situations and develop measures for assuring personnel and student safety.
2. Correct unsafe acts or conditions through the regular line of authority, i.e., report to Incident Commander and appropriate Section Chief for resolution.
3. When immediate action is required Safety Officer has emergency authority to instantly stop or prevent unsafe acts.

Assignment:

Principal or other top-level site administrator, if available (not assigned elsewhere)

Location:

Immediately adjacent to Command Center

Training:

1. Damage assessment
2. Experience on School Safety Committee

Equipment:

Pencils/Pens	Pencil Sharpener (small/hand held)
Stapler/Staples	Transparent Tape
Paper Clips	Scissors, marking pens
Notepad/Clipboard	Warning Tape
Rubber Bands	Access to warning cones or barricades
Masking Tape	Safety Officer Name Badge
Identification Vest	Activities Log
Mortality Management Guidelines (FEMA Multi-hazard Safety Program for Schools) Get from Medical/First Aid Team	

Procedures:

After evacuation from the classroom or work area, report to the Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. When released, proceed to the disaster storage area to form Command Center team and get supplies. Incident Commander will brief you and direct you to work location.

1. Set up at a table immediately adjacent to the Command Center.
2. Wear Safety Officer identification badge. (Kept in supply box.)
3. Review with Incident Commander the location and physical set-up of all response teams. Identify any hazards. Correct any safety issues if possible or declare the area/situation (out-of-bounds) and rope off with warning tape or post sign(s).
4. Maintain awareness of active and developing situations relative to the safety and health of students and staff/volunteer disaster workers at the school site.
5. Closely monitor the shift assignments (duty roster), paying strict attention to enforcing timely breaks and hours of assignment.

School Information Officer

Duties:

1. Distribute information authorized by the Incident Commander to parents and community.
2. Serve as liaison to outside agencies (fire, law enforcement, Red Cross etc.) by providing them assistance in coming onto campus safely and assisting them with any services they might need.

Location:

Immediately adjacent to Command Center

Training:

Familiarity with District Policies and disaster plan

Equipment:

Pencils/Pens Pencil	Initial Statement to Parents
Stapler/Staples/Paper Clips	Sharpener (small/hand held)
Masking Tape	Scissors Clipboard
Notepad	PIO Name Badge
Rubber Bands	Transparent Tape

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms.) and report to Command Center using Accountability Report. Other school personnel report to the EAA and check in with their department.

When released, proceed to the disaster storage area to form Command Center team and get supplies. Incident Commander will brief you and direct you to work location.

1. Set up at Command Center.
2. Wear PIO identification badge. (Keep it in supply box.)
3. Review with Incident Commander (Principal) the INITIAL STATEMENT (attached) for appropriateness and issue to Student Release Team at their station at the request gate(s). In addition , if the telephones are operational and it is safe to reenter the building, issue the INITIAL STATEMENT to the Telephone/Communications Team who will have someone stationed in the school office.
4. Refer all media to the District Public Information Officer. You are not authorized to speak for the District.

5. As appropriate to the scope of the disaster situation, serve as Liaison Officer-the point of contact for assisting and coordinating agency representatives (fire, law enforcement, Red Cross, etc.). Maintain activities log.

Section Chiefs

Duties:

1. With Incident Commander, assess type and scope of disaster.
2. With Incident Commander, develop action plan to respond to disaster situation(s).
3. Direct and Coordinate the response actions of the Section units within their areas of responsibility.
4. As appropriate to the Section, make sure that all responders have proper safety equipment and are wearing appropriate shoes.
5. Assist the Incident Commander with the setup of the Command Center and ancillary position (immediately adjacent to Command Center).
 - Open storage container
 - Set up blue flag and sign at Command Center

Assignment:

1. Staff members with specialized skills/knowledge as appropriate to the Section responsibilities
2. Staff members with leadership ability

Location:

Immediately adjacent to Command Center

Training:

1. Annual in service training on disaster management as provided by the site administrator, as well as training provided by the District
2. Familiarity with District disaster plan and site specifics
3. Familiarity with response team procedures for all Section units within their areas of responsibility
4. As appropriate to area of responsibility: light urban search & rescue, fire suppression, first aid, damage assessment, use of 2-way radio

Equipment:

1. Current list of staff assignments to disaster teams
2. Procedures for all Section units within their areas of responsibility
3. Current list of teacher classroom assignments
4. Job description clipboard
5. Current inventory of all disaster equipment and their location
6. Staff Resources Survey (compilation of skill proficiencies, i.e., first aid, CPR, outdoor cooking, survival techniques, etc.
7. Inventory of special personal equipment that might be available to you at school site 4-wheel drive vehicle, van, motorcycle, winch, tow equipment, HAM or CB radio, cellular phone

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. When released, proceed to the disaster storage area to form Command Center team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Operations Chief

- Assess situation with Incident Commander
- Brief Operations Section unit team leaders.
- Activate and supervise Operations Section units.
- Determine need and request additional resources from Incident Commander.
- Continue to communicate situation status to the Incident Commander.
- Continue to evaluate situation needs: expand/reduce the number of Operations Section units and/or responders.
- Notify Logistics Chief of persons no longer needed and sent to the Resource Pool (near the Command Center).
- Maintain log of actions during disaster.
- Be familiar with the Mortality Management Guidelines (FEMA Multi-hazard Safety Program for Schools)- Get from Medical/First Aid Team

2. Planning Chief

- Assess the situation with the Incident Commander.
- Brief Planning/Intelligence Section unit team leaders .
- Activate and supervise Planning/Intelligence Section units.
- Determine need and request additional resources from Incident Commander.
- Continue to communicate situation status to the Incident Commander
- Evaluate situation needs expand/reduce number of Planning/Intelligence Section units and/or responders.
- Notify Logistics Chief of persons no longer needed and sent to the Resource Pool (near the Command Center).
- Maintain log of actions during disaster

3. Logistics Chief

- Assess the situation with the Incident Commander.
- Brief Logistics Section unit team leaders.
- Activate and supervise Logistics Section units.
- Determine need and request additional resources from Incident Commander.
- Continue to evaluate situation needs: expand/reduce the number of Logistics Section units and/or responders.
- Send persons no longer needed to the Resource Pool (near the Command Center).
- Continually monitor the available persons in the Resource Pool (staff members and convergent volunteers).
- Continue to communicate situation status to the Incident Commander

4. Finance/Administration

- Assess situation with Incident Commander.
- With Incident Commander, determine Section units to activate.
- Brief Finance/Administration Section unit team leaders.
- Activate and supervise Finance/Administration Section units.

- Determine need and request additional resources from Incident Commander.
- Continue to evaluate situation needs and expand or reduce the number of Finance/Administration Section units and/or responders.
- Notify Logistics Chief of persons no longer needed and sent to the Resource Pool (near the Command Center).
- Continue to communicate situation status to the Incident Commander

Security Team

Duties:

Secure campus and control traffic to prevent unauthorized entry into or exit from school—lock all gates.

Assignment:

Personnel trained in duties listed above. (Bilingual person if appropriate to population)

Location:

1. Critical campus entrances/exits as predetermined in site specifics
2. Critical area(s) as directed by Operations Chief

Training:

Must know all access points to campus and know how to secure them.

Equipment:

1. Complete set of campus keys
2. Tools required to shut off utilities and Site Specifics for turning off utilities
3. Signs directing persons to locations of student request/release point
4. Supplies to mount signs
5. Supplies/equipment to secure open areas (i.e., ropes, barricades, etc.)
6. Flashlights, mini first aid kit
7. Disaster Team Report Form
8. Campus 2-way radio
9. Team identification vests/arm bands (get from Logistics Officer in Command Center)

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations,

1. If needed:
 - a. Shut off gas main (only if you can smell gas leak)
 - b. Shut off electricity
 - c. Shut off water
2. If needed, double check location of student request/release point with Command Center.
3. Lock all outside access gates or doors.
4. Station personnel as needed to refer people to the student request/ release point.
5. Mount signs at campus access point(s) to direct parents to student request/release point.

6. Report problems or status to Operations Chief.
7. Report to Operations Chief after items 1-6 are completed, for reassignment. (Personnel assigned to securing entrances/exits and directing people to student request/release point should continue in this assignment for the duration of an emergency situation.)

Search & Rescue

Duties:

Search all facilities for injured or trapped personnel to ensure complete evacuation.

1. Perform fire suppression on small fires. (School fire extinguishers are not capable of putting out large fires. The only time they would be used in a large fire is to assist with evacuation.)
2. Perform life-saving first aid when needed.
3. DO NOT ENTER UNSAFE BUILDINGS OR LOCATIONS.
4. DO NOT REMOVE DEAD BODIES.

Assignment:

Personnel trained and physically capable to perform light rescue

Location:

Near the Command Center and/or Storage Container so that the tools are readily accessible following aftershocks or subsequent disaster occurrences.

Training:

1. Standard First Aid
2. CPR
3. Fire Extinguisher Usage - Fire Department or fire extinguisher service company can supply
4. Urban light search and rescue is recommended.

Equipment:

1. Fire extinguishers (used only for small fire suppression or to assist evacuation)
2. First aid kit and stretcher or body board
3. Flashlight and extra batteries
4. Ax, crowbar, pry bar
5. Campus 2-way radio (get from Command Center)
6. Leather gloves
7. Hard hats/goggles/respirators
8. Sturdy shoes
9. Blanket
10. Disaster Team Report Form, paper, and pencils/pens
11. Detailed map of site marked with predetermined search routes
12. Master Keys
13. Chalk, grease pencil, masking tape for marking doors
14. Duct tape
15. Mortality Management Guidelines (FEMA Multi Hazard Safety Program for Schools)-Get from Medical First Aid Team

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Get list of known injured and damage reports from Operations Chief at Command Center.
2. Working in pairs and with a member of the Safety/Damage Assessment Team, search (inspect) all classrooms/offices/work areas in predetermined pattern.
3. Carefully explore each room visually, vocally, and physically; that is, look, call out and listen for replies, and actively search through any rubble.
4. Upon discovery of an injured person, one member of the team should remain with the person and another member should summon aid.
5. Upon discovery of a dead person, leave the body in place. Cover with a plastic tarp, if necessary. If the disaster is an earthquake, most likely dead persons will be trapped under rubble and there will be no need to relocate to the morgue area. Notify the Operations Chief and Incident Command and follow the Mortality Guidelines. Mark the location on the Search & Rescue route map and mark the actual location so that it can be readily located. Barricade the area.

Exceptions to relocating the remains to the morgue area are as follows:

- The disaster is so severe that a timely response by the coroner and/or law enforcement personnel is precluded.
 - It is necessitated by search and rescue work; the health, safety and psychological well being of persons forced to remain at their work location due to the severity of the disaster.
 - The remains are in a public area or otherwise exposed to public view.
6. Use chalk or grease pencil to mark a slash on door when entering room. Close slash to form "X" on door when leaving room. Mark a "C" for "clear" on your map. If Campus 2-way radios are available, report by radio to Command Center that room has been cleared. If 2-way radio is not available, continue with the search and report in person to the Command Center as soon as you are able or give information to a Runner if one is available to you.
 - Once a classroom has been thoroughly searched and there is absolutely no one left inside, that classroom should be marked as a completed search, then LOCKED in order to prevent anyone from entering the room afterwards.
 7. Perform light rescue, fire suppression, and life-saving first aid techniques as needed. Summon Medical/First Aid Team and additional help as needed.
 8. Note general damage to structures. Upon completion of search, report areas where structural damage is observed for a more detailed assessment.
 9. Report to Operations Chief on Disaster Team Report Form.
 10. Upon completion of duties, report to Operations Chief for reassignment to Security Team or Safety/Damage Assessment Team.
 11. Reactivate Search & Rescue Team following aftershocks.

Student Assistants:

Under the direct supervision of an adult staff member, two students capable of lifting the dead weight of a full grown adult are to be attached to each search and rescue squad deployed. The S/R Leader is responsible to insure that the student assistants receive on the spot training for the proper procedures of moving the injured victims prior to deployment.

NOTE: Search & Rescue Teams should not be delayed by any particular victim or problem, but should have other personnel take charge as soon as possible so that they can continue their search of entire grounds. It is recommended that a member of the Medical/First Team be readily available to Search & Rescue.

Safety/Damage Assessment

Duties:

1. Inspect the status of all utilities and take necessary precautions to prevent fires, explosion, injury, damage, or water loss.
2. Document the nature and extent of damage to facilities.
3. Determine if buildings can be re-entered.
4. DO NOT ENTER UNSAFE BUILDINGS OR LOCATIONS.

Assignment:

Teaching personnel, other staff as assigned (could include aides and custodians)

Location:

Near the Command Center and/or Storage Container so that they are readily available following aftershocks or subsequent disaster occurrences.

Training:

1. Must know when, how, and where to shut off utilities.
2. Urban light search & rescue
3. Damage Assessment-Post-Earthquake Damage Evaluation for California Schools (The purpose of this training program is to enable you to assess the damages to their buildings and decide whether the structures are safe to reoccupy.)

Equipment:

1. Notepad and pencil
2. Safety/Damage Assessment Survey School map with key points indicated
3. Flashlight and extra batteries
4. Warning tape and signs; access to warning cones and barricades
5. Hard-hat and Sturdy shoes
6. Camera and film
7. Campus 2-way radio
8. Team I.D. vests/arm bands

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. If possible, a member of the Safety/Damage Assessment Team will accompany each Search & Rescue Team so that no unsafe area will be entered. Another approach would be to keep in contact with Search & Rescue via Campus 2-way radio and set up central reporting point to fully debrief Search & Rescue Teams (probably with Operations Chief and Incident Commander).
2. Debrief Search & Rescue Teams, using Safety/Damage Assessment Survey.
3. Go first to areas most susceptible to damage.
4. When the initial emergency responses have been put into effect, then a more detailed safety/damage assessment can be made. Record all damage to buildings, including ability to reoccupy, utility status, damage to contents, etc.
5. Document with photographs or videotape, if possible.
6. Upon completion of duties report to Operations Chief for reassignment.
7. Following each aftershock, reassemble team and, using Safety/Damage Assessment Survey, reassess damage and report to Operations Chief and Incident Commander.

Medical/1st Aid

Duties:

1. Triage (evaluate and sort all victims suffering injuries)
2. Establish first aid treatment area.
3. Provide emergency first aid.
4. Document all first aid treatment administered.
5. Follow recommended mortality management guidelines (FEMA Multi Hazard Safety Program for Schools)

Assignment:

1. Health Assistant (school nurse, if available)
2. Trained school personnel, including one person for record keeping
3. Member of school crisis team or school counselor or other person trained in psychological first aid

Location:

To be determined by Incident Commander and Operations Chief

Training:

1. Standard First Aid
2. Cardiopulmonary Resuscitation (CPR)
3. Triage [Simple Triage and Rapid Transport (S.T.A.R.T.) available through trained District personnel or possibly local hospitals]
4. Crisis/Stress Intervention

Equipment:

1. Major trauma supplies in designated kit, triage tags
2. Stretchers/body boards
3. Blankets, cots, tarps & support poles
4. Flashlight and extra batteries
5. Campus 2-way radio (get from Command Center)
6. First Aid Treatment Memo Confidential Health List, emergency cards (if not with Student Release Team) clipboards, pens/pencils, Disaster Team Report, treatment log
7. Job description clipboard
8. Table/Chairs
9. Student and staff medication from health office
10. Ground cover/plastic sheeting
11. Quick reference medical guides
12. Mortality Management Guidelines (FEMA Multi Hazard Safety Program for Schools)
13. Mortality Supplies: tags, pens, pencils, plastic trash bags/body bags, duct tape, plastic tamps, stapler, 2" cloth tape

Procedures:

After evacuation from the classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student supervision, proceed when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. With Incident Commander and Operations Chief, establish first aid treatment area. The area needs to be protected and shaded, away from the view of others for psychological reasons, close to ambulance access, and, if possible, not too close but within a reasonable distance of the Command Center. The sheriff and fire departments need to be informed of proposed location (and actual location during incident).
2. Using S.T.A.R.T. system and triage tags, sort patients as to immediate, delayed, ambulatory, or deceased.
3. Command Center should be continually updated on injury status (names of students/staff and severity of injuries).
4. In conjunction with Operations Chief and Incident Commander, determine availability of emergency medical services (a responders to the scene or hospital capability). "Is someone coming here?" "Do we take them there?" "How do we take them?"
5. Medical/First Aid Team Record keeper fills out First Aid Treatment Memo as to major injuries, if transported and where, etc. These are updated throughout disaster. One copy is sent with paramedics and other copy is kept on file at school. In addition, all treatment should be noted on a treatment log.
6. Treat immediate category patients and prepare for transport if that is a possibility
7. When outside disaster responders arrive, they must be fully briefed as to injury status.
8. Establish a separate area for students and staff psychological first aid/crisis intervention.
9. Establish a morgue area if needed.
 - a. Major concerns are identification and preservation of the body and documentation as to the cause of death. (See Mortality Management Guidelines)
 - b. In most instances of death, the body will be under rubble and should be left in place until the coroner or other authorized responder comes on the scene. Follow the guidelines regarding date, time, location identity, and other pertinent information/circumstances. Most likely, the only bodies that will be in a morgue area will be persons who died while at the Medical/First Aid station.

The following pages are universal care plans for grand mal seizures, diabetes, V-P shunt malfunction and Epi-Pen use. Given any of these conditions or needs during the responding to a disaster, these care plans are to be followed explicitly and a record of the condition and plan followed is to be kept.

Mental Health Team

Duties:

Coordinate, administer, and document the counseling and care of individuals identified as being incapacitated and/or dysfunctional due their reaction to the stress or experiencing trauma as a result of being a victim of a disaster.

Assignment:

1. School counselors and personnel trained in the art of helping, therapy, or personnel assigned by the Incident Commander who are known for being effective, empathic listeners.
2. Responsible student counselors

Location:

Command Center/Emergency Operations Center

Training:

Familiarity with site specifics procedures of the particular disaster incident

Equipment:

1. Counseling forms to document condition of the victim, services rendered, and victim's response to care
2. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
3. Any other equipment specified in the Site Specifics for the particular disaster
4. Job description clipboard

Resources:

HOPE Animal Assisted Crisis Response (contact: Dave Valentine 313-1447)

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with the Team Leader. Proceed to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Establish a location to which personnel identified as being emotionally upset may be escorted and given attention by team members.
2. Organize team members to receive and document personnel in need, diagnose needs, and coordinate personnel being serviced.
3. Maintain documentation of all personal information of all personnel receiving services, their initial condition, the services rendered, any follow up services, and disposition.

Mental Health Team

Duties:

Coordinate, administer, and document the counseling and care of individuals identified as being incapacitated and/or dysfunctional due their reaction to the stress or experiencing trauma as a result of being a victim of a disaster.

Assignment:

1. School counselors and personnel trained in the art of helping, therapy, or personnel assigned by the Incident Commander who are known for being effective, empathic listeners.
2. Responsible student counselors

Location:

Command Center/Emergency Operations Center

Training:

Familiarity with site specifics procedures of the particular disaster incident

Equipment:

1. Counseling forms to document condition of the victim, services rendered, and victim's response to care
2. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
3. Any other equipment specified in the Site Specifics for the particular disaster
4. Job description clipboard

Resources:

HOPE Animal Assisted Crisis Response (contact: Dave Valentine 313-1447)

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with Team Leader. Proceed to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Establish a location to which personnel identified as being emotionally upset may be escorted and given attention by team members.
2. Organize team members to receive and document personnel in need, diagnose needs, and coordinate personnel being serviced.
3. Maintain documentation of all personal information of all personnel receiving services, their initial condition, the services rendered, any follow up services, and disposition.

Communications

Duties:

Coordinate and document all communications within and outside of the school during and after a disaster.

Assignment:

1. School personnel assigned by the Incident Commander
2. Responsible students (student runners)

Location:

Command Center/Emergency Operations Center

Training:

Familiarity with site specifics procedures of the particular disaster incident

Equipment:

1. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
2. Communications log(s)
3. Any other equipment specified in the Site Specifics for the particular disaster
4. Job description clipboard

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and send an Accountability Report to Command Center--remain with students until relieved. Other school personnel report to the EAA and check in with Team Leader. Proceed, when relieved, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Establish a system of internal and external communications under the directions of the Incident Commander
2. Document all communications from school, into school, and within school.
3. Appoint team members to other emergency teams in need of communications.

Food & Water Distribution

Duties:

Assess status of water and food supply
Plan for and conduct the dispersing of water and food

Assignment:

Kitchen staff

Location:

Determined by team leader(s)

Training:

1. Use of two-way radio
2. Two-way radio protocol

Equipment:

1. Portable two-way radio(s)
2. Job description clipboard or binder
3. Pens, pencils, stapler, paper clips

Procedures:

After evacuation from cafeteria, assemble on the access road (backside of kitchen). Take account of all employees and report status on Accountability Report form to Accountability Team located in the Command Center. The Team Leader will then review with the team their responsibilities of responding to the disaster. Team members will be assigned tasks to conduct those duties. Those tasks will include, but are not restricted to:

1. A kitchen representative will be stationed in the Command Center and will be the communication link between the team in the field and the Operations Section Chief, James Aguirre.
2. An assessment of available food and water, which is to be reported to the team representative in the Command Center, who will inform the Operations Section Chief;
3. The formation of a plan to ration and disperse food and water as needed, which is to be shared with the Operations Section Chief via the team's representative in the Command Center;
4. Proceed to the emergency container to get supplies to disperse water;
5. Carry out the food and water dispersing plan;
6. Keep Operations Section Chief apprised of the team's status/needs via frequent update communications with team representative in the Command Center.

Staff Relief Team

Duties:

Coordinate and document the systematic relief of faculty and staff.

Assignment:

1. School personnel assigned by the Incident Commander
2. Responsible students (student runners)

Location:

Student/Staff Status Table (Football Field/50-yard line)

Training:

Familiarity with site specifics procedures of the particular disaster incident

Equipment:

1. Staff Relief forms, current room assignments and employee emergency records
2. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
3. "Instructions to Employees" signs/notices in English and other appropriate languages
4. Any other equipment specified in the Site Specifics for the particular disaster
5. Job description clipboard

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with Team Leader. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Establish a system by which faculty/staff members may be relieved from supervising students to report to emergency team, or allowed to leave to go home and check on their families and notify Command Center.
2. Determine the need for staffing at school to properly supervise and care for students and staff on site.
3. Appoint a team member as liaison to the Student/Staff Status Team. This person will keep the Team Leader informed of personnel accountability, from which the Leader will determine staffing needs.
4. Direct departing staff members to return if staffing needs remain high. This will allow the person to return at a designated time and relieve another staff member.

Student Release Team

Duties:

Document the release of students to responsible guardians or designated adults.

Assignment:

1. School personnel assigned by the Incident Commander, including bilingual personnel as appropriate
2. Responsible students (student runners)

Location:

Perimeter of school, away from view of the students, Medical/First Aid, and the Command Center

Training:

1. Student release procedures
2. Familiarity with site specifics procedures of the particular disaster incident

Equipment:

1. Student Release forms, current class rosters and emergency cards (optional)
2. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
3. "Instructions to Parents" signs/notices in English and other appropriate languages, Student Request/Release Gate(s) signs
4. Any other equipment specified in the Site Specifics for the particular disaster
5. Job description clipboard

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

[Note: These procedures are based on separate Request and Release Gates, but these functions can be combined at a single location. There will be less confusion if adults requesting students can be set away from those who have already filled out the forms.]

1. Establish parent communication/request point and student release point and notify Command Center.
2. Interview people requesting release of students and verify authorization with personal identification. Assist with the completion of the Student Release/Runner Form.

3. Direct the authorized parent/adult to student release gate to wait for student to be brought to them.
4. Direct requests via student runners to Student/Staff Status Team at Command Center, where student runners will be directed to class locations.
5. Student runners transfer the completed Student Release/Runner Form to the supervising teachers.
6. The teacher at the EAA signs the Student Release/Runner Form and the requested student proceeds to the Release Gate with the student runner.
7. The authorized parent/adult signs the Student Release/Runner Form and in doing so accepts responsibility for the student.
8. The completed and signed Student Release/Runner Form is then returned to the parent request point to be entered into the Student Release Log and to be filed alphabetically for future reference
9. Note on the Student Release Log the date, time and name of the person releasing the student and to whom the student is released and destination. Release students only to personnel on emergency cards.
10. If student is uninjured and is willing to go with the adult, the student may be released. If the student cannot be released to the person making the request, due to injury or other trauma, the teacher notes that fact on the Student Release/Runner Form and returns the form, via the runner, to the Team members at the Release Gate for notation in the Student Release Log.
11. Keep the completed Student Release/Runner Forms in alphabetical order. [If the Request and Release functions are at same location, the team should keep a separate file of the forms of students who have been reunited.)
12. Maintain updated list of students who have been released to parents or authorized persons.
13. Routinely, and as requested, provide lists of "released" students to the Student/Staff Status position at the Command Center.

NOTE: The Student Runners need to be aware of the special procedures for situations when a student has been injured or is missing. If a "requested" student is at the Medical/First Aid Station or is missing, the Student Runner will be directed to the Command Center. The Incident Commander and/or Operations Chief will take appropriate action-directing the PIO/Liaison or counselor to tactfully inform the parent of the situation and bring the parent to the Medical/First Aid Station or other appropriate location.

VALENCIA HIGH SCHOOL

RECORD OF STUDENT RELEASE

[illegible]

Campus Map Management

Duties:

Mark site map appropriately as related reports are received.

Assignment:

Clerical staff or other staff member

Location:

Command Center

Training:

Familiarity with the school plant (facility)

Equipment:

1. Large site map (approx. 3'x4') pre-marked with the following and covered with plastic or Lucite:
 - every classroom, workroom, closet, storage area
 - utility shut-offs, fire extinguishers
 - underground water lines, power lines, underground petroleum lines, hazards immediately adjacent to campus (i.e., flood control channel, high tension power lines)
 - fence lines, gates and/or openings, walkways
 - room numbers or names, building numbers or names
2. Colored marking pens (washable) and eraser or wiping cloth
3. Job description clipboard

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. After site related reports are received at the Command Center and logged in by the person assigned to the position of Recorder/Incident Log, note the information on the campus map. (Recorder/Incident Log gives Campus Map site related reports.)
 - Mark a "C" for location cleared by Search & Rescue.
 - Mark all locations declared unsafe by Safety/Damage Assessment.
 - Mark any changes to Emergency Assembly Area class locations.
 - Mark all other information that provides a concise picture of the campus.
2. Return the site related reports to Recorder/Incident Log.

3. Keep Planning/Intelligence Chief updated of any situations of concern, i.e., no information re: a wing of classrooms.
4. Preserve map as legal document until photographed.

Recorder/Incident Log

Duties:

Maintain time log of all actions/reports.

Assignment:

Office staff and/or other personnel as designated

Location:

Command Center

Training:

Experience with working under great pressure

Equipment:

1. Action/Reports Time Log (sample below)
2. Record keeping clipboard with job description and paper
3. File box or binder
4. Pens, pencil, stapler, paper clips, 3-hole punch, etc.

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Log in all reports coming into the Command Center
2. Record verbal communications for basic content.
3. Record content of all radio communication with District EOC
4. Log in all written reports
5. Give the information (actual written report or verbally) to the person assigned to the Campus Map position at the Command Center.
6. File all reports for reference (file box or binder) when the reports are returned from Campus Map.
7. Take frequent breaks as this is a very high pressured assignment.

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records. They are legal documents!

Sample Log

Date:

9:50	Approximate time of incident
9:55	Custodian opened container
10:00	Set up Command Center: Principal takes Incident Command
10:00	IC says: Nurse is off campus
10:00	Student accounting forms coming into Command Center
10:00	Teachers are reporting to manpower pool
10:02	Report of Teacher #1 trapped in computer lab
10:06	Water running out of bos room by room 506
10:10	Search & Rescue assembled; team #1 told about Teacher #1 in computer lab
10:14	Search & Rescue #3 radio batteries dead
10:15	Broken glass and lights in room 230
10:16	Repairman on office roof prior to quake not seen since
10:17	Aftershock - no injuries reported - students are seated
10:18	All Search & Rescue teams check in OK
10:19	Room 208 front door jammed
10:20	Parent #1 & Parent #2 (parent nurses) here to help
10:21	IC places Parent #1 in charge of medical
10:22	Request backboard and 4 carriers to cafeteria
10:22	Counselor #1 assigned to stress counseling
10:23	Aftershock - IC injured
10:24	All Search & Rescue teams check in OK
10:24	Command transferred to AP #1
10:25	District EOC on radio - we receive but cannot transmit
10:26	Natural gas leak below kitchen
10:27	Operations Chief Directed to send someone to check gas leak (Custodian is sent)
10:27	Student Release ready - Search & Rescue not finished
10:28	Major damage to cafeteria area
10:28	Broken window/lights - room 523
10:29	Burning smell - room 203
10:32	District Maint) is here - sent to help Custodian. with gas leak
10:33	Rooms 508 & 507
10:35	Police helicopter flies over
10:35	Gas leak stopped
10:35	Parent #3 climbed fence, took son Student #3
10:36	District Office staff is here - assigned with Counselor #1
10:38	Medical reports total 9 minor injuries, 1 broken leg
10:42	All Students accounted for - Student Release authorized to begin

ACTIONS/REPORTS TIME LOG

For _____ through _____ at _____ (Site/School)
(Date) (Date)

[illegible]

SITE STATUS REPORT - COMMAND CENTER (CC) MESSAGE FORMS

TO: Administrative Center CP FROM: (name)_____

@Site/School: _____ DATE: _____ TIME: _____

Incident Commander: _____

Message via: ____ 2-way Radio, ____ Radio, ____ Telephone, ____ Messenger, _____
(Other--specify)

EMPLOYEE/STUDENT STATUS

		Absent	Injured	# sent to hosp./ med.	Dead	Missing	Unaccounted for(away from site)	# released to parents	# being supervised
Students									
Site Staff									
Others									

STRUCTURAL DAMAGE [check damage/problem and indicate location(s)]

No.	Damage/Problem	Location
	Gas Leak	
	Water Leak	
	Fire	
	Electrical	
	Communication	
	Heating/Cooling	
	Others	

MESSAGE: (Include kind of immediate assistance required. Can you hold out without assistance/how long? What is the overall condition of campus, neighborhood, and streets? Which outside agencies are on campus and what actions they are taking? **ASAP:** accountability of personnel, e.g., names of injured, dead, or missing.)

Message Center

Duties:

Receive and transmit messages from and to the District EOC

Assignment:

Office staff and/or other personnel as designated

Location:

Command Center

Training:

1. Use of two-way radio
2. Two-way radio protocol

Equipment:

1. Portable two-way radio
2. Job description clipboard
3. File box or binder
4. Pens, pencils, stapler, paper clips, 2-hole punch

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. At the direction of the Planning/Intelligence Chief or Incident Commander, the Message Center begins monitoring the District EOC over the District two-way radio. ("ScAn")
2. Do not initiate any messages, but wait for the District EOC Message Center to contact the school. The only exception is for life threatening situation messages that are top priority. The report is to be preceded with "District EOC, this is Valencia High School, this is a priority 1 message." After the District EOC acknowledges the school, complete the message transmission.
3. The District EOC will transmit a notification message advising you that they will ask for specific information and that the sites are to respond in a concise manner. (Channel 1)

4. The first round of site contacts will be for verification that two-way radio contact has been established. The District EOC will contact each school/site in alphabetical order
5. The second round of contacts will address preliminary damage and who, if someone other than the principal is the Incident Commander.
6. The District EOC Message Center will control the information flow. Provide information only as it is requested from the District. Their questions will be in the same order as the Site Status - EOC Message Form.
7. If contact cannot be established via the District two-way radio, advise the Planning/Intelligence Chief, who might consider the following options:
 - If school office is safe to reenter, the Radio/Telephone Communication Team can take and send messages over the Essential Service phone line.
 - District vehicles that have two-way radios might already be on campus.
 - Relay the school's information to a nearby school via bicycle or runner.
 - Cellular phone (if available) to one of the District's Essential Service phone lines
8. Only transmit messages to the District EOC that are written on the Site Status - EOC Message Form and authorized by the Incident Commander, either directly to you or via the Planning/Intelligence Chief.
9. Accurately write out messages from the District and give them to the person assigned to Recorder/Incident Log.

Radio Channels - Wm. S Hart Union High School District

"ScAn" Standby mode* to listen for calls

Channel 1 Goes through repeater and is heard on all District two-way radios tuned to this channel. When contacted by Administrative Center, remove microphone from its cradle. If screen shows "ch 1," press switch on microphone to transmit. If "ch 1" does not appear, try knob on right to select "ch 1". You may need to press "SCAN" button, below center of screen, in the process. To insure that your entire message is heard, wait one-half second after you press the switch before speaking.

*Both the bottom and top units need to be on. Radios may be powered by car cigarette lighter socket. Keep motor running to transmit and place antenna base on car roof.

Radio/Telephone Communication Team

Duties:

1. Log all incoming/outgoing phone calls (if and when phones are operational).
2. Monitor the battery-operated AM/FM radio and report information to Planning/Intelligence Chief and/or Incident Commander
3. Assist with relief of person assigned to Recorder/Incident Log position.

Assignment:

Office staff and/or other personnel as designated

Location:

Command Center

Training:

1. Familiarity with emergency AM/FM radio stations
2. Use of cellular radio

Equipment:

1. Keys
2. Battery-powered am/fm radio and extra batteries
3. Logs for recording messages
4. Pens, pencils, paper, paper clips, etc.
5. Job description clipboard
6. Hardhats

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Set up radio/telephone communications center at Command Center.
2. If the phones are working and it is safe to reenter the building, station one person at the Command Center and at least one other at the school office. If necessary, runners may be used to bring messages back and forth.)
3. Monitor emergency stations on am/fm battery-powered radio and log all relevant messages for Command Center.

4. At direction of Planning/Operations Chief or Incident Commander, contact police, fire, or medical responders by telephone (if operational).
5. Log all incoming and outgoing phone calls (if operational).
6. Keep the Command Center updated on all communications.
7. Keep the Planning/Intelligence Chief updated on all problems encountered in performing assignment.

NOTE: If necessary, automobile radios can also be considered.

Commercial Radio Stations

It is the intent of the City of Santa Clarita to issue public information announcements via local AM radio station - KHTS - 1220 AM (298-1220).

It is possible however, that local stations may be off the air immediately following an event and that distant AM stations will be the only source of information, initially. Scan the AM dial. FM stations are less capable of long distance broadcasting except in "skip" conditions, which are transitory in nature

Los Angeles area AM radio stations include:

640 KFI	(818/566-6397)
980 KFWB	(323/900-2098)
1070 KNX	(323/900-2070)

Note: Verify these stations call numbers at least once a year.

Student Runner Team

Duties:

Carry messages/information from and to Command Center.

Assignment:

Teacher supervisor and ASB students

Location:

Immediately adjacent to Command Center

Training:

Familiarity with site specifics procedures of the disaster incident plans

Equipment:

1. Job description clipboard and paper
2. Pen, pencil
3. Campus 2-way radio (if available)
4. Hardhat
5. Site map marked with predetermined Search & Rescue search routes and locations of First Aid Station, Student Release Gate(s), and classroom assignments at Emergency Assembly Area (EAA)

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. As directed by the Planning/Intelligence Chief, carry messages/reports between the Command Center and the following teams:
 - Search & Rescue
 - Safety/Damage Assessment
 - Student Request/Release Gates
 - Medical/First Aid
 - Support Teams
 - Student Supervision (classes located in Emergency Assembly Area)
2. Monitor campus two-way radio
3. Accurately write out messages from the teams and verbally relate the messages to whomever they are directed and then to the Recorder/Incident Log position.

Student/Staff Status

Duties:

Accounting for all students and staff on school site

Assignment:

Office staff or other school personnel as designated

Location:

Command Center

Training:

Familiarity with District disaster plan

Equipment:

1. Class lists
2. Staff roster
3. Job description clipboard and paper
4. Pens, pencils, paper clips, stapler, tape, etc.
5. File box/binder

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Receive Accountability Reports (Form-I)
2. Immediately report known missing persons and site damage to Incident Commander.
3. Report known missing persons and site damage to persons assigned to the Recorder/ Incident Log and Campus Map positions.
4. Check off student class lists and staff roster and report accounted students/staff to Incident Commander and Recorder/Incident Log position.
5. Prepare list of unaccounted for students and staff (and last known location) and give to Recorder/Incident Log and Campus Map positions.
6. File forms for reference
7. Compile list of students/staff at the Medical/First Aid Station.
8. Maintain an updated roster of persons in the Resource Pool (include assignments as appropriate).
9. Save and file all original notes, lists, and reports. These are considered legal documents.

Supply/Procurement /Equipment /Services

Duties:

Provide materials and services in support of the disaster incident

Assignment:

Office staff or other school personnel as designated

Location:

Immediately adjacent to the Command Center

Training:

Familiarity with disaster and school supplies and equipment

Equipment:

Pencils/Pens	Pencil Sharpener (small/hand held)
Stapler/Staples	Transparent Tape
Paper Clips	Scissors
EOC Message Forms	Notepad
Clipboard	Rubber Bands
Masking Tape	EOC team Communication Memo Forms
Administrative Resource List	Business-to-Business Phone Book
Inventory of disaster supplies	Inventory of custodial supplies & equipment
Inventory of food stores and food preparation equipment on campus	
Function Identification Sign “In” and “Out” boxes (Trays)	
Emergency Purchase Orders Receipt Book	

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. After shaking stops, report to Emergency Assembly Area and check in with department.
2. Proceed, when released, to the disaster storage area for team supplies and take supplies to the EOC to be used when needed
3. Ongoing -As needed and requested by the Logistics Chief, obtain all necessary supplies, equipment and services necessary to effectively carry out the response operations of the disaster.
 - Requests for heavy equipment (cranes, bulldozers, etc.) and sanitation needs beyond your capabilities are to be directed to the District EOC.
 - Food needs beyond your capabilities are to be directed to the District EOC.

Convergent Volunteers

Duties:

1. Register and supervise convergent volunteers offering assistance.
2. Obtain convergent volunteers from available parents or community members converging on school campus.
3. Supervise Resource Pool, comprised of unassigned school personnel and registered convergent volunteers

Assignment:

School personnel as designated

Location:

Immediately adjacent to Command Center

Training:

1. Familiarity with school's Site Specifics and over all disaster plan
2. Familiarity with procedures for registering Disaster Service Workers

Equipment:

1. Job description clipboard and paper
2. Disaster Service Worker Registration form (Form-5)
3. File box/binder
4. Pens, pencils
5. Disposable name badges and black marking pen

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Check in all unassigned school or district personnel on campus.
2. Register all convergent volunteers and file forms.
3. Maintain a roster/log of all persons in the Resource Pool (unassigned staff and registered convergent volunteers)
 - Note date
 - Time checked in
 - Time released and assignment
 - Time returned to Resource Pool

- Time left campus and destination (include means of transportation and with whom, if did not leave alone)
- 4. Provide a name badge for all persons in the Resource Pool. Indicate "Staff" or "Volunteer."
- 5. Release persons under your supervision directly to the Logistics Chief, who will "deliver" them to their assignment.
- 6. Keep Student/Staff Status updated.

Valencia High School
DISASTER SERVICE WORKER REGISTRATION FORM
Convergent Volunteer Assignments

Date(s) _____ - _____

Volunteer Name	Time: In/Out	Position(s)/Task(s) Miscellaneous notes
-----------------------	---------------------	--

1.	/	
2.	/	
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21.	/	
22.	/	

Support Team/Emergency Bin Management

Duties:

1. Provide supplies, food, and sanitation services during the "coping" stage of the disaster.
2. It is anticipated that the Incident Commander will activate this team and/or Logistics Chief after the immediate response actions have been carried out by the other response teams.

Assignment:

1. Teaching, administrative, or custodial personnel
2. Augmented by unassigned staff and convergent volunteers

Location:

As determined by Logistics Chief and Incident Commander

Training:

Familiarity with location of all disaster supplies/equipment on campus and available through the District

Equipment :

1. Inventory lists - each site should create lists of designated disaster supplies, i.e., blankets, first aid supplies, water, wheelchair, cooking equipment, etc.
2. Job description clipboards
3. Carts for transporting supplies
4. Requisition forms or special disaster requisition forms, if available.
5. Disaster Team Report Form
6. Sanitation supplies (shovels, plastic bags/ties, toilet paper, signs, etc.)

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Support Team lead person should check disaster supply storage to evaluate survival status.
2. Move supplies to safe area if necessary or possible.
3. Issue supplies to disaster teams as requested by Logistics Chief.
4. Send requests for additional supplies to Logistics Chief.
5. Sanitation person should establish field latrines (male and female) as needed. If it is safe to reenter the building(s), it might be possible to use existing toilet facilities by lining the stools with plastic bags. (The set up and procedures should be established prior to disaster situation.

so that they can be explained to staff and students.) Support personnel should be stationed at latrines to instruct students on usage.

6. Upon request of Logistics Chief, food lead person establishes schedule and method of food preparation, feeding and clean up.
7. Food lead person organizes and sets up field kitchen if needed for extended emergencies.
8. Report regularly to Logistics Chief on status or problems encountered in assignment(s), using Disaster Team Report Form or other appropriate means.

Timekeeping/Purchasing/Procurement Recovery Records Management

Duties:

1. Check in and check out all personnel and convergent volunteers and track all disaster related work hours.
2. Obtain supplies and materials in the recovery phase.
3. Maintain all records of disaster (original notes, report forms, messages, student release records, medical/first aid records,

Assignment:

1. Office staff or other school personnel as designated
2. The major portion of the work of the Financial/Administration Section will take place during the recovery state of the disaster situation. Therefore, except for the person assigned to the Timekeeping position, persons assigned to Purchasing/Procurement (after the disaster) and Recovery Records Management can be assigned to other teams for the first day.

Training:

Familiarity with documentation of disaster claims and Workers Comp injury reports.

Location:

1. During the disaster response stage, Timekeeping sets up immediately adjacent to Command Center.
2. Purchasing/Procurement and Recovery Records Management will operate out of their regular work areas or, if necessary, work areas designated by Finance/Administration Chief and Incident Commander.

Equipment:

Timekeeping

1. Roster of all school personnel
2. Pens, pencils, paper, paper clips, transparent tape, etc.
3. Job description clipboard and paper
4. Workers Comp forms and file box/binder
5. Check-in/Check-out sign

Purchasing/Procurement (after the disaster)

1. Purchase Orders
2. Administrative Resource List
3. Business-to-Business Phone Book
4. Receipt book

Recovery Records Management

1. Guidelines for recovery claims
 - State and FEMA
 - District insurance companies
2. Any advisories issued by District regarding proper documentation of insurance claims.

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area

(EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department,

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

Timekeeping

1. Set up at Command Center. (Set up Check-in/Check-out sign.)
2. Log in all school and district staff (get information from Student/Staff Status) and all registered convergent volunteers (get information from Student/Staff Status).
3. Process all Workers Comp injury reports.

Purchasing/Procurement (after disaster)

1. Develop preliminary plans to restore the business functions of the school.
2. Day Two and Ongoing - As needed, write purchase orders to secure supplies to begin clean up and repairs. Whenever possible, go through the District for heavy equipment (cranes, bulldozers, etc.) and sanitation needs beyond your capabilities.
3. Ongoing - Maintain a detailed "paper trail" of all damages, repairs, costs, expenditures, etc. Maintain detailed records of all disaster related purchases.

Recovery Records Management

1. Obtain all notes, rosters, logs, records, reports, etc. from Command Center, Student Release, Medical/First Aid, Safety/Damage Assessment, Convergent Volunteers, Supply/Procurement/Equipment/Services, Search & Rescue, Security, Timekeeping, as well as from Purchasing/Procurement (after disaster).
2. Whenever possible, arrange for photographs to be taken of damages prior to repairs. Be sure that the photos and negatives are kept in a safe place. [Note: It would be most helpful for documentation of disaster loss to have a video of the condition of school facilities taken prior to the disaster.]
3. Prepare all recovery claims [insurance companies; city, county, state, and federal agencies; American Red Cross (if District facilities were used as shelters)].

Area Coordinators

Duties:

1. Send a message by runner to the Command Center requesting that you be relieved to perform Area Coordinator duties.
2. Check with every teacher in your area to ensure that they have completed and submitted an Accountability Report to the Command Center.
3. Ensure that all teachers in your area are supervising their students closely—not allowing the students to wander about.
4. Solicit needs from teachers in your area.
5. Establish communication with the Command Center via runner(s).
6. Coordinate addressing needs in your area with the Logistics Chief at the Command Center.
7. Every thirty (30) minutes, submit an update report on the status of your area to the Planning/Intelligence Chief at the Command Center and solicit an update from the Command Center to share with personnel in your area.

Assignment:

1. Communication link with Command Center/to area personnel
2. Area needs assessment

Location:

Determined by location in Assembly Area

Equipment:

1. Clipboard
2. Lined paper
3. Pens and pencils
4. Extra Accountability Report forms

Procedures:

If you have students, after evacuation from the classroom and arriving in your Assembly Area, complete an Accountability Report form and send it with a runner to the Command Center. Along with the Accountability Report form, send with your runner a request to be relieved so you may carry out your duties as Area Coordinator. If you do not have students, report to the Accountability Team in the Command Center. Once relieved of class supervision or after clearing with the Accountability Team, begin circulating within your area, making contact with teachers. Ensure that all teachers have properly completed and submitted an Accountability Report to the Command Center. Remind teachers to closely supervise their students—maintaining strict accountability of every student under their care. Ask teachers if they or their students have any needs. Record everything they request by teacher name. Submit a composite list of needs by teacher name (if relevant) to the Logistics section at the Command Center via your runner. Ask your runner to solicit an update of the overall situation and decisions being made that directly affect personnel in your area. Communicate updates to the teachers in your area. Do this every thirty (30) minutes. Continue monitoring your area as explained above.

Mortality Management Guidelines
(FEMA Multi-hazard Safety Program for Schools)

Personnel:

Assigned by Incident Commander and Operations Chief

Responsibilities after pronouncement or determination of death:

Do not remove any personal effects from the body.
Personal effects must remain with the body ***at all times***.

Attach tag to body with the following information:

- Date and time found
- Exact location where found
- Name of decedent, if known
- If identified-how, when, by whom
- Name of person filling out tag.

Place body in plastic bag(s) and tape securely to prevent unwrapping, or, if available, place body in body bag and secure to prevent unwrapping.

Securely attach a second tag with the same information as above to the outside of the bag.

Place any additional personal belongings found in a separate container and label as above.
Do not attach to the body-store separately.

Only if the body must be removed from the site of death, move the properly tagged body with its personal effects to the designated morgue area.

Consider:

- Tile, concrete, or other cool floor surface (cover flooring with plastic to protect the surface)
- Accessibility for vehicles
- Remote from Emergency Assembly Area
- ***Do not*** use school refrigerators or freezers **(They can never be used for food storage again if they have been used to hold dead bodies.)**

As soon as possible, notify the police of the location and, if known, the identity of the body. They will notify the coroner.

Keep accurate records and make available to police/coroner when requested. Keep unauthorized persons out of morgue.

Give a copy of these guidelines to:

- Incident Commander
- Section Chiefs

- School Information Officer
- Safety Officer

Employee General Responsibilities

Teachers with Classes:

1. Lead students through proper drop drill if appropriate.
2. Ascertain the extent of any injuries. Tape the **RED** "HELP NEEDED" sheet on the outside of the door if any injured must be left in the classroom. Tape the **GREEN** "ALL CLEAR" sheet on the outside of the door if the classroom is clear.
3. Evacuate classroom in a calm, orderly manner.
4. Escort class to the assembly area (upper fields) and take roll call.
5. Complete an Accountability Report sheet for your class-designate a reliable student as your runner and send the report to the Command Post with the runner--include students/staff needing mental health counseling.
6. Supervise and reassure your students throughout the emergency.
7. Keep all of your students with you for student location/reunion purposes.
8. Involve your students in activities that will keep them busy and maintain order.

Teachers without Classes:

Immediately report to the Logistics Officer at the Command Center and assist as directed.

Instructional Assistants:

Report to the Logistics Officer at the Command Center and assist as directed.

General Responsibilities:

1. If a disaster were to strike during school hours, our primary responsibility is to ensure the safety and security of our students first, and each other second. We can expect student flight and panic to some degree, however, most students will look to us for their safety and proper actions in a disaster. As staff and professionals, we must set the example of calm and fight the "flight" urge.
2. Due to the fact that most of us have our own families and our concern for them will be great, once we have established control here, we will initiate a relief system. This system will allow certain employees to leave, unite with their loved ones, take care of things, and then return (if requested) to relieve others to do the same until all of our students have been united with their families.

Emergency Incidents & Situations

Incident: Reported Firearm on Campus

Concealed Gun in the Classroom

- Confirm location of the suspect.
- Direct teacher to instruct class as if nothing is wrong, but stand near the suspect's desk.
- An administrator, campus supervisor, and the deputy will report to the room. The deputy will enter and go directly to the suspect (where the teacher is standing) and escort the suspect student to the office. The teacher, students, campus supervisor and administrator will follow the deputy's directions at all times.
- The suspect's belongings will be given to the campus supervisor to carry to the office.
- The administrator, deputy and campus supervisor will escort the suspect to the office.
- The deputy will question the suspect in the presence of the administrator and the campus supervisor.

AT NO TIME, WHILE IN THE CLASSROOM, WILL THE ADMINISTRATOR, DEPUTY, OR CAMPUS SUPERVISOR MENTION THEIR SUSPICIONS OR THEIR PURPOSE.

On-School Property/Not in a Building

- Confirm location of the suspect.
- Dial **200** and report incident to office personnel-extension 200 will ring all phones in the office.
- If reported by a campus supervisor, direct campus supervisor to maintain visual of suspect from a safe distance and update administrator of suspect's movement/location.
- The administrator will notify the deputy, who will assume command of the situation.
- The deputy will assess the situation and give orders to be followed exactly by school personnel.
- All school personnel will conduct themselves as if the perpetrator is NOT functioning alone.
- The deputy and his/her associates will be in complete command of the situation.
- If a **lockdown** is ordered, all exterior doors are to be locked. Teachers and librarian will shut off all lights and direct all students and staff in their rooms to the back of the room/to a wall with no windows, to create a barricade of desks/tables in front of them and sit down on the floor behind the barricade.
- Teachers and librarian are to calm down all of their students and staff and direct them to remain completely quiet. **Reassure them that the Sheriff's deputies are handling the situation to keep everyone safe.**
- **DO NOT OPEN THE DOOR FOR ANYONE, REGARDLESS OF WHO THEY CLAIM TO BE!**
- During the lockdown, no one is to use the land line telephones to make calls until authorized by the Sheriff Deputy in charge.
- Once the Sheriff Deputies declare an "All-Clear" status, an administrator will announce instructions to everyone over the PA system and share that it is safe to unlock doors.

If the deputy is not present on campus when a weapon incident occurs, the administrator is to contact the school deputy, explain the situation, and request that he report immediately to Valencia High-before confronting the suspect.

If the school deputy is NOT available, the administrator will dial 911—use the landline telephone ONLY—explain the situation, and request deputy assistance-before confronting the suspect. Cell phone calls to 911 are routed to the California State Highway Patrol and the caller will be placed on HOLD. If a cell phone must be used, dial the Sheriff's Station direct line: 255-1121.

Incident: Bomb Threat

Bomb threats may come via different mediums, e.g., telephonic, written, email, etc. To effectively respond to any bomb threat, there are precautionary steps that need to be taken. They are:

- understand your school emergency plan,
- have pre-established notification procedures,
- know where to evacuate students if directed to evacuate,
- be familiar with the facilities-know what belongs and what doesn't belong.

After you are aware of a bomb threat, follow these steps:

- All PA announcements are to be made in the CLEAR.
- Announce the following over the PA system:

"We have a bomb threat. DO NOT USE YOUR CELL PHONE. DO NOT TURN ON YOUR CELL PHONE. DO NOT TURN OFF YOUR CELL PHONE. DO NOT ANSWER ANY INCOMING CALLS. IF YOUR CELL PHONE IS CURRENTLY ON, PLACE IT ON VIBRATE. A SIGNAL FROM ANY CELL PHONE MAY ACTIVATE THE BOMB."

- when it is determined to evacuate, do so immediately-DO NOT STOP FOR PERSONAL EFFECTS,
- treat ALL bomb threats seriously, regardless of how many times they occur,
- know what to do if news media shows up-DO NOT ANSWER QUESTIONS, REFER TO PRINCIPAL,
- do not evacuate people into a parking lot-a bomber may lure people outside during a hoax, into the blast zone of a bomb planted inside a vehicle or fixed object,
- stay clear of classroom windows if you hear an explosion,
- know the chain of command to direct actions,
- exercise your action plan.

Telephonic Bomb Threat Actions

1. Keep the caller on the line as long as possible.
2. **DO NOT HANG UP THE PHONE THAT THE CALL CAME IN ON!!**
3. Use another telephone to contact the administration.
4. Using the Bomb Threat Information Form, record what the caller said-every word is the goal. If possible, record the entire conversation. PAY PARTICULAR ATTENTION TO BACKGROUND NOISES.
5. Identify voice characteristics, accents, gender, age, etc.
6. Get specifics on the bomb, i.e., location, detonation time, etc.
7. Record the number the call was received on.
8. Record the time, date, and duration of the call.
9. Be available to law enforcement personnel for interviews.

Written Bomb Threat Actions

1. Do NOT disturb or excessively handle the document/envelope.
2. Report it to the administration.

Email Bomb Threat Actions

1. Do NOT delete or disturb the email until law enforcement personnel have seen it.
2. Report it to the administration.

If a Bomb is Found During a Security Check

1. DO NOT TOUCH IT!!
2. Do NOT disturb the surrounding area.
3. Leave the room and report it to the administration immediately.
4. Insure that people evacuating know a device was found and to stay clear of the affected area.

Suspicious Mail

1. Do NOT shake or submerge the package or letter in water.
2. DO NOT OPEN IT!!
3. Report it to the administration.

Indicators of Possible Mail or Package Bombs

1. An unusual or unknown place of origin
2. No return address
3. Excessive postage
4. Abnormal size and/or weight
5. Oily stains on the wrapping or package
6. Wires or strings protruding from or attached to the package/letter
7. Different return address than the postmark
8. Misspellings on the package
9. Peculiar odors, e.g., almonds, shoe polish, etc.
10. White or color powdery substance on or inside the envelope

Bomb Threat Checklist

BOMB THREAT PROCEDURES

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

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

If a bomb threat is received by phone:

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

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

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

DO NOT:

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

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the
Office for Bombing Prevention at: OBP@cisa.dhs.gov



BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER
HUNG UP:

PHONE NUMBER WHERE
CALL RECEIVED:

Ask Caller:

- Where is the bomb located?
(building, floor, room, etc.)

- When will it go off?

- What does it look like?

- What kind of bomb is it?

- What will make it explode?

- Did you place the bomb? Yes No

- Why?

- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located?
(background/level of noise)

- Estimated age:

- Is voice familiar? If so, who does it sound like?

- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud		
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

Other Information:

Bomb Threat Report Form

The following report form is to be used by the principal to report a bomb threat to the district office.

School: _____ Date of call: _____ Time of call: _____

Person who received call: _____

A. The Sheriff's Station was notified by: _____
(Name of person)

Date: _____ Time: _____

Sheriff personnel contacted: _____

Deputy who responded to call: _____

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

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

D. Remarks:

(Principal's Signature)

Send one copy to Assistant Superintendent of Personnel, one copy to Director of Student Services, and keep one copy for school records.

Incident: Terrorist Threat

Terrorists carefully plan their operations, using time as their greatest asset. They will attack or seize what they consider a “soft target.” Criminals will do the same, looking for patterns or people who either let their guard down or are not aware of their surroundings. Prior to a terrorist threat, do the following:

- As much as possible, stay unpredictable (try to vary daily activities);
- Stay situational aware;
- Report suspicious activities to an administrator or school deputy; and
- Know where and whom to go to for information or help.

If a general threat against the school or district is indicated, coordinate all measures with the school administration. The measures below will be applied:

- Be alert for people not associated with the school loitering near the office or classrooms, or watching your activities;
- Do not hesitate to question them as to their reasons for being there; and
- Be aware of people, vehicles, workmen and delivery people.

Actions to Take if You Believe you are Under Surveillance:

- Conceal your suspicions
- Do not force a confrontation
- Contact the administration and report your suspicions
- Observe general description/characteristics of the person(s) such as unique features, race, gender, height, weight, hair color, etc.
- Observe general description of their vehicles such as make, model, year, color, unique stickers, and --most important--license plate number

Homeland Security Advisory System

The Homeland Security Advisory System was designed to provide a comprehensive means to disseminate information regarding the risk of terrorist acts to federal, state, and local authorities and the American people. This system provides warnings in the form of a set of graduated “Threat Conditions” that increase as the risk of the threat increases. At each threat condition, federal departments and agencies would implement a corresponding set of “Protective Measures” to further reduce vulnerability or increase response capability during a period of heightened alert.

There is always a risk of a terrorist threat. Each threat condition assigns a level of alert appropriate to the increasing risk of terrorist attacks. Beneath each threat condition are some suggested protective measures that the government and the public can take, recognizing that the heads of federal departments and agencies are responsible for developing and implementing appropriate agency-specific Protective Measures:

Low Condition (Green)

- This condition is declared when there is a low risk of terrorist attacks. Federal departments and agencies will consider the following protective measures:

- Refine and exercise prearranged protective measures;
- Ensure personnel receive proper training on the Homeland Security Advisory System and specific prearranged department or agency protective measures; and
- Institute a process to assure that all facilities and regulated sectors are regularly assessed for vulnerabilities to terrorist attacks, and all reasonable measures are taken to mitigate these vulnerabilities.

At school we can review our school disaster plan and procedures and inventory our emergency supplies.

Guarded Condition (Blue)

This condition is declared when there is a general risk of terrorist attacks. In addition to the measures taken in the Green threat condition, federal departments and agencies will consider the following protective measures:

- Check communications with designated emergency response or command locations;
- Review and update emergency response procedures; and
- Provide the public with any information that would strengthen its ability to act appropriately.

In addition to the actions taken for the previous threat condition, we at school can:

- Update our disaster supply kit;
- Review our disaster plan;
- Hold Team meetings to discuss what members would do and how they would communicate in the event of an incident;
- Develop a more detailed Team communication plan; and
- Individuals with special needs would discuss their emergency plans with the principal and the section chiefs.

Elevated Condition (Yellow)

An Elevated Condition is declared when there is a significant risk of terrorist attacks. In addition to the measures taken in the Green and Blue threat conditions, federal departments and agencies will consider the following protective measures:

- Increase surveillance of critical locations;
- Coordinate emergency plans with nearby jurisdictions as appropriate;
- Assess whether the precise characteristics of the threat require the further refinement of rearranged protective measures; and
- Implement, as appropriate, contingency and emergency response plans.

In addition to the actions taken for the previous threat conditions, at school we can:

- Be observant of any suspicious activity and report it to the administration;
- Contact the District and other schools to discuss their plans and needs;
- Communicate our plans for an emergency and the procedures to reunite students with parents and caregivers; and
- Update our communication plan.

High Condition (Orange)

A High Condition is declared when there is a high risk of terrorist attacks. In Addition to the measures taken in the Green, Blue, and Yellow threat conditions, federal departments and agencies will consider the following protective measures:

- Coordinate necessary security efforts with federal, state and local law enforcement agencies, National Guard or other security and armed forces;
- Take additional precautions at public events, possibly considering alternative venues or even cancellation;
- Prepare to execute contingency procedures, such as moving to an alternate site or dispersing the workforce; and
- Restrict access to a threatened facility to essential personnel only.

In addition to the actions taken for the previous threat conditions, at school we can:

- Review our preparedness measures (including evacuations, assembling, and sheltering) for potential terrorist actions including chemical, biological, and radiological attacks;
- Advise all personnel to avoid high profile or symbolic locations; and
- Advise all personnel to exercise caution when traveling.

Severe Condition (Red)

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. In addition to the protective measures in the Green, Blue, Yellow and Orange threat conditions, federal departments and agencies also will consider the following general measures:

- Increase or redirect personnel to address critical emergency needs;
- Assign emergency response personnel and pre-position and mobilize specially trained teams or resources;
- Monitor, redirect, or constrain transportation systems; and
- Close public and government facilities not critical for continuity of essential operations, especially public safety.

In addition to the actions taken for the previous threat conditions, at school we can:

- Advise all personnel to avoid public gathering places such as stadiums, holiday gatherings, or other high risk locations;
- Direct all personnel to follow official instructions about restrictions to normal activities;
- Activate the Crisis Telephone Tree to communicate status of work;
- Prepare to take protective actions such as sheltering-in -place

Incident: Wildfire/Smoke

Composition of smoke

Smoke is made up primarily of carbon dioxide, water vapor, carbon monoxide, particulate matter, hydrocarbons and other organics, nitrogen oxides and trace minerals. The composition of smoke varies with fuel type: different wood and vegetation are composed of varying amounts of cellulose, lignin, tannins and other polyphenolics, oils, fats, resins, waxes and starches which produce different compounds when burned.

In general, particulate matter is the major pollutant of concern from wildfire smoke. Particulate is a general term for a mixture of solid particles and liquid droplets found in the air. Particulate from smoke tends to be very small (less than one micron in diameter) and, as a result, is more of a health concern than the coarser particles that typically make up road dust. Particulate matter from wood smoke has a size range near the wavelength of visible light (0.4 - 0.7 micrometers). This makes the particles excellent scatterers of light and, therefore, excellent reducers of visibility.

Carbon monoxide is a colorless, odorless gas, produced as a product of incomplete combustion. It is produced in the largest amounts during the smoldering stages of the fire.

Hazardous air pollutants are present in smoke, but in far less concentrations than particulate and carbon monoxide. The most common are acrolein, benzene and formaldehyde.

Health effects of smoke

The effects of smoke run from irritation of the eyes and respiratory tract to more serious disorders, including asthma, bronchitis, reduced lung function and premature death. Studies have found that fine particulate matter is linked (alone or with other pollutants) with a number of significant respiratory and cardiovascular-related effects, including increased mortality and aggravation of existing respiratory and cardiovascular disease. In addition, airborne particles are respiratory irritants, and laboratory studies show that high concentrations of particulate matter cause persistent cough, phlegm, wheezing and physical discomfort in breathing. Particulate matter can also alter the body's immune system and affect removal of foreign materials from the lung, like pollen and bacteria.

Carbon monoxide enters the bloodstream through the lungs and reduces oxygen delivery to the body's organs and tissues. The health threat from lower levels of CO is most serious for those who suffer from cardiovascular disease. At higher levels, carbon monoxide exposure can cause headaches, dizziness, visual impairment, reduced work capacity, and reduced manual dexterity even in otherwise healthy individuals. At even higher levels (seldom associated solely with a fire), carbon monoxide can be deadly.

People exposed to toxic air pollutants at sufficient concentrations and durations may have an increased chance of getting cancer or experiencing other serious health problems. However, in general, it is believed that the long term risk from toxic air pollutants from forest fire smoke is very low. Some components of smoke, such as many polycyclic aromatic hydrocarbons (PAH) are carcinogenic. Probably the most carcinogenic is benzo-a-pyrene (BaP), which has been demonstrated to increase in toxicity when mixed with carbon particulate. Other components, such as aldehydes, are acute irritants. Three air toxics are of most concern from wildfires:

- Acrolein. An aldehyde with a piercing, choking odor. Even at low levels, acrolein can severely irritate the eyes and upper respiratory tract. Symptoms include stinging and tearing eyes, nausea and vomiting.
- Formaldehyde. Low level exposure can cause irritation of the eyes, nose and throat. Higher levels cause irritation to spread to the lower respiratory tract. Long-term exposure is associated with nasal and nasopharyngeal cancer.
- Benzene. Benzene causes headaches, dizziness, nausea and breathing difficulties, and is a very potent carcinogen. Benzene causes anemia, liver and kidney damage, and cancer.

Not everyone who is exposed to thick smoke will have health problems. Level, extent and duration of exposure, age, individual susceptibility and other factors play a significant role in determining whether or not someone will experience smoke-related health problems.

Sensitive populations

Most healthy adults will recover quickly from smoke exposures and will not suffer long-term consequences. However, certain sensitive populations may experience more severe acute and chronic symptoms from smoke exposure. Much of the information about how particulate affects these groups has come from studies done on urban particulate. More research is needed (and some of it is underway) to determine if particulate from wildfires affects these groups differently.

Individuals with asthma, and other respiratory diseases: Levels of pollutants which may not interfere with normal breathing affect people with asthma in more profound ways, causing greater inflammation or constriction of airways.

Asthma, derived from the ancient Greek word for panting, is a chronic condition in which the airways temporarily become impeded, causing labored breathing, wheezing or coughing. During an asthma attack, the muscles tighten around the airways, constricting the free exchange of air. The lining of the airways becomes inflamed and swollen. Children's airways are narrower than those of adults, thus irritation that would produce only a slight response in an adult can result in significant obstruction in the airways of a young child. Older people with asthma experience higher mortality rates from asthma than other age groups.

Individuals with cardiovascular disease: Cardiovascular diseases include many ailments, such as hardening of the arteries, high blood pressure, angina pectoris, heart attacks and strokes. It is the leading cause of death in the United States, responsible for about 42% of all deaths each year. The vast majority of those deaths are in people over the age of 65. Studies have linked particulate pollution to increased heart attacks and symptoms in those with cardiovascular disease. The exact toxicological mechanisms are not well understood, but studies show that particulate matter causes respiratory symptoms, changes in lung function, alteration of mucociliary clearance and pulmonary inflammation that can lead to increased permeability of the lungs. This, in turn, can cause fluid to accumulate in the lungs. Mediators released during an inflammatory response could increase the risk of blood clot formation and strokes. Other studies have shown that the particles may trigger certain neurons in the respiratory tract, leading to effects on the nervous system.

The elderly: Studies estimate that tens of thousands of elderly people die prematurely each year from exposure to particulate pollution. Part of that is due to the fact that the elderly are more likely to have pre-existing lung and heart diseases. In addition, the elderly seem to be more affected than other age groups because we lose important respiratory defense mechanisms as we age. Older individuals tend to have more difficulty clearing particles from their lungs. As a result, pollutants to irritate the

lungs for longer periods of time and can cause more damage. In addition, particulate pollution can compromise the immune system, increasing the susceptibility to bacterial or viral respiratory infections. This can lead to an increase incidence of pneumonia and other complications among the elderly.

Children: Children, even those without any preexisting conditions, are considered a sensitive population because their lungs are still developing, making them more susceptible to environmental threats than healthy adults. Several factors lead to increased exposure in children: compared to adults, they tend to spend more time outside; they engage in about three times the vigorous activity, and they breathe about 50% more air per pound of body weight. Studies have shown that particulate pollution is associated with increased respiratory symptoms and decreased lung function in children, including symptoms such as aggravated coughing and difficulty or pain in breathing. These can result in school absences and limitation in normal childhood activities.

Smokers: People who smoke have already compromised their lung function. Exposure to high levels of particulate can exacerbate their condition, leading to chest pain, trouble breathing and other respiratory symptoms more quickly than in non-smokers. As a way to put smoking in context, in a 10' by 13' room with an 8' ceiling, it takes only 10 minutes for the side stream smoke of 4 cigarettes to create ambient levels of particulate in the hazardous ranges (644 ug/m)

Characteristics of smoke

The behavior of smoke depends on many factors, including the fire's size, the fire's location, the topography of the area and the weather. In mountainous terrain, where inversions are common, smoke often fills the valleys, where, incidentally, people usually live. Smoke levels can be very hard to predict: a wind that usually clears out a valley, may simply blow more smoke in, or may fan the fires causing a worse episode the next day. Smoke concentrations tend to change constantly. (By the time you issue a warning, the smoke may have cleared out.) National Weather Service satellite photos, weather and wind forecasts, and knowledge of the area can all help in predicting how much smoke will come into an area, but predictions are rarely accurate for more than a few hours out. The National Weather Service's website has a lot of information, including satellite photos that are updated throughout the day. For the western United States, the web address is www.wrh.noaa.gov.

Judging particulate levels in smoke

Communities that have established air quality programs and alert systems traditionally base their advisements to the public on the 24 or 8 hour averages of particulate. However, it makes sense to approach smoke emergencies differently, for a couple of reasons. Smoke concentrations tend to be very high for a few hours, and then drop off dramatically. But, research has shown that the spikes may be what cause some of the most deleterious effects. In addition, the particulate from smoke is very small, and has more of an impact than PM, which is what most emergency plans are based upon. Another factor is public perception. Since smoke is so good at scattering light , visibility changes drastically as smoke concentrations increase. Even without being told, the public can tell when the smoke is getting worse, and they want authorities to respond to those changes as they are happening, instead of when they have been going on for eight hours, or when they are over.

Many places don't have real-time particulate monitors to help determine how thick the smoke is. (Real time monitors give an instant (and continuous) reading of particulate concentrations.) However, visibility can serve as a good surrogate. Even in areas with monitors, this index is useful, since smoke levels are ever-changing, giving the public a way to judge the smoke levels for them on a continual basis.

Categories	Visibility in Miles	Particulate levels (averaged 1 hour, ug/m')
Good	10 miles and up	0-40
Moderate	6 to 9	41 - 80
Unhealthy for Sensitive Groups	3 to 5	81-175
Unhealthy	1 1/2 to 2 1/2	176- 300
Very Unhealthy	1 to 1 1/4	301 - 500
Hazardous	3/4 mile or less	over 500

Procedure for Making Personal Observation to Determine Smoke Concentrations

- Face away from the sun
- Determine the limit of your visibility range by looking for targets at known distances (miles). Visible range is that point at which even the high contrast objects totally disappear
- After determining visibility in miles, use the chart to determine health effect and appropriate cautionary statement.

At times, even the visibility index may be hard to use, especially if specific landmarks of known distance are not available for judging distances. In such cases, individuals may have to rely on common sense in assessing smoke conditions (e.g., mild, moderate, heavy smoke) and the kinds of protective actions that might be necessary.

Recommendations for the public

The following table provides a general list of probable health effects at each level, and associated recommended cautionary statements. It is based on the EPA's Air Pollution Index, as well as some work done in Montana and Washington.

Categories	Health Effect	Cautionary Statement
Good	None	None
Moderate	Possibility of aggravation of heart or respiratory disease.	People with heart or lung disease should pay attention to symptoms.
Unhealthy for Sensitive Groups	Increasing likelihood of respiratory symptoms and aggravation of lung disease such as asthma.	People with respiratory or heart disease, the elderly and children should limit prolonged exertion and stay indoors when possible.
Unhealthy	Increased respiratory symptoms and aggravation of lung and heart diseases; possible respiratory effects to general population.	People with respiratory or heart disease, the elderly and children should avoid prolonged exertion and stay indoors when possible; everyone else should limit prolonged exertion.

Very Unhealthy	Significant increase in respiratory symptoms and aggravation of existing lung and heart disease; increasing likelihood of respiratory effects of general population.	People with respiratory or heart disease, the elderly and children should avoid any outdoor activity; everyone else should avoid any outdoor exertion.
Hazardous	Serious aggravation of heart or lung disease and premature mortality in persons with cardiopulmonary disease and the elderly; serious risk of respiratory effects in general population.	Everyone should avoid any indoor and outdoor exertion; everyone should remain indoors whenever possible.

Specific Strategies

Staying Indoors: The most common advisory issued during a smoke pollution episode is to stay indoors. The usefulness of this strategy depends entirely on how clean the indoor air is. Studies (almost none of which were conducted during forest fire smoke episodes) indicate that this strategy can usually provide some protection, especially in a tightly closed, air conditioned house. Staying inside can usually reduce ambient air pollution by about a third. In non-air conditioned homes anywhere from 70 to 100% of fine particulate will penetrate indoors from the outside air. In very leaky homes and buildings, the guidance of staying inside with doors and windows closed may offer little protection. Certainly, if doors and windows are left open, indoor and outdoor air will be about the same. One of the biggest problems with advising people to stay inside during smoke events is the risk of heat stress. The fire season is often accompanied by high outside temperatures and for those people who depend upon open windows and doors for ventilation, keeping windows and doors closed can be a problem. Older individuals and others in frail health run the risk of heat exhaustion or heat stroke which could have dire consequences. If outside temperatures are very high, it would be prudent to advise those without air conditioning to seek shelter in a clean air sanctuary. These are discussed later in this guide.

Smoke events can last several weeks or months. These longer events are usually punctuated by times with relatively clean air. When air quality improves, even temporarily, residents should "air out" their homes to reduce indoor air pollution.

Air conditioners: Little is known about the impact of using various types of air conditioners and air filters on indoor air pollutant concentrations. The conventional wisdom is that air conditioners reduce the amount of outside particulate to get indoors, if for no other reason than air conditioned homes usually have lower air exchange rates than homes that use open windows for ventilation. Some air conditioners can be fitted with HEPA filters (stands for High Efficiency Particulate). These filters can capture most of the tiny particles associated with smoke and can further reduce the amount of outside air pollution that gets indoors.

Air cleaners: Air cleaners can be effective at reducing indoor particulate levels, provided the specific cleaner is adequately matched to the indoor environment in which it is placed. However, they tend to be expensive. Air cleaners can be either a portable unit to clean a single room (\$50 - \$300) or a larger central air cleaner to clean the whole house (\$300 - \$1000+). Most air cleaners are not effective at removing gasses and odors. The two basic types of air cleaners for particle removal are:

- Mechanical cleaners, which contain a fiber or fabric filter. The filters need to be sealed tightly in their holders, and cleaned or replaced regularly.

- Electronic air cleaners, such as electrostatic precipitators (ESP) and ionizers. ESPs use a small electrical charge to collect particles from air pulled through the device. Ionizers, or negative ion generators, cause particles to stick to materials (such as carpet and walls) near the device. Electronic air cleaners usually produce small amounts of ozone as a byproduct.

The effectiveness of an air cleaner is usually reported in terms of efficiency, which can be misleading, as it only tells half of the story. The other important factor is air flow. Together, these two factors equal the Clean Air Delivery Rate (CADR), which is a better measure of how a device will actually perform. For example, 99.99% efficiency sounds great, if the flow is only 20 cfm, one would be better off at 90% efficiency and 100 cfm (CADR: 20 vs 90 cfm).

Room units should be sized to supply at least two or three times the room volume per hour. Most portable units will state on the package the unit's air flow rate, the size room it cleans and perhaps its particle removal efficiency and its CADR. Central system air units should handle at least 0.5 air changes per hour, the air exchange rate necessary to reasonably ventilate a house continuously under most conditions.

For central air conditioning systems, electrostatic precipitators, high efficiency media filters and medium efficiency media filters can be added so that the particle level in the indoor air can be kept within acceptable levels during a prolonged smoke event. However, these filters create more air resistance in the system, and may not be able to be used without modifications to the system.

Devices that remove gases and odors are relatively costly, both to purchase and maintain. They force air through materials such as activated charcoal or alumina coated with potassium permanganate. However, the filtering medium can become quickly overloaded and may need to be replaced often. Some devices, known as ozone generators, personal ozone devices, "energized oxygen" generators, and "pure air" generators, are sold as air cleaners, but they probably do more harm than good. These devices intentionally produce ozone gas to react with pollutants in the air. Ozone is composed of three atoms of oxygen. The third atom can detach from the molecule and reattach to molecules of other substances, thereby altering their chemical composition. It is this ability to react with other substances that forms the basis of manufacturer's claims. However, the EPA has found that ozone is generally ineffective in controlling indoor air pollution at concentrations that do not greatly exceed public health standards. In addition, ozone does not remove particles from the air, so would not be effective during smoke events. (Some ozone generators include an ion generator to remove particles, but it would be far safer to buy the ionizer by itself.) Ozone, whether in its pure form or mixed with other chemicals, can be harmful to health. When inhaled, ozone can damage the lungs. Relatively low amounts of ozone can cause chest pain, coughing, shortness of breath and throat irritation. It may also worsen chronic respiratory diseases such as asthma, as well as compromise the body's ability to fight respiratory infections. As a result, using an ozone generator during a smoke event may actually increase the adverse health effects from the smoke. For more information about ozone generators that are sold as air cleaners, see www.epa.gov/iaq/pubs/ozonegen.html.

Humidifiers are not technically air cleaners, and will not significantly reduce the amount of particulate in the air during a smoke event. Nor will they remove gases like carbon monoxide. However, humidifiers and dehumidifiers (depending on the environment) may slightly reduce pollutants through condensation, absorption and other mechanisms. The greater benefit of running a humidifier in an arid environment during a smoke event would be to reduce stress on the respiratory system, by keeping the mucus membranes moist.

For more information about residential air cleaners, see www.epa.gov/iaq/pubs/residair.html.

In vehicles: Individuals can reduce the amount of particulate in their vehicles by keeping the windows closed. However, cars heat up very quickly in warm weather, and heat stress can be an issue. Children and pets should never be left in a vehicle with the windows closed. The car's ventilation systems typically remove a portion of the particulate coming in from outside. For best results, most cars have the ability to re-circulate the inside air, which will help keep the particulate levels lower.

Reduced activity: Reduction of physical activity reduces the dose of inhaled air pollutants, and may reduce the risk of health impacts during a smoke event. During exercise, people may increase their air intake as much as ten times their resting level. An endurance athlete can process as much as twenty times the normal intake. This brings more pollution deep into the lungs. While exercising, people tend to breathe through their mouths, bypassing the natural filtering ability of the nasal passages: again, delivering more pollution to the lungs. They also tend to breathe more deeply, causing the particulate to lodge deeper into the lungs where it can cause more damage.

Other sources of air pollution: Many indoor sources of air pollution can emit large amounts of the same pollutants present in forest fire smoke. Indoor sources such as cigarette smoke, gas, propane and wood burning stoves and furnaces, and activities such as cooking, burning candles and incense, and vacuuming can greatly increase the particulate levels in a home. Some of these sources can also increase the levels of polycyclic aromatic hydrocarbons (PAHs), carbon monoxide and nitrogen oxides. Besides cigarette smoke, combustion sources that do not vent to the outdoors contribute most to indoor pollutant levels and are of greatest concern. On average, reducing indoor air emissions as much as possible during smoke events may reduce indoor particulate levels by one quarter to one third or more, and levels of PAHs, VOCs and other pollutants by an even greater amount. These reductions can help compensate for the increased loading from the outdoor air.

Masks: In order for a mask to provide protection during a smoke event, it must be able to filter very small particles (around 0.3 to 0.1 microns) and it must fit, providing an airtight seal around the wearer's face. Commonly available paper dust masks, which are designed to filter out larger particles such as dust created by sanding, typically offer little protection. The same is true for bandanas (wet or dry) and tissues held over the mouth and nose. In fact, they may actually be detrimental, giving the wearers a false sense of security and encouraging them to increase their physical activity and time outdoors.

Surgical masks that trap smaller particles are also available, but these masks are designed to filter air coming out of the wearer's mouth, and do not provide a good seal. As a result, these tend to be no better than dust masks. Some masks (technically called respirators, but they look more like paper masks) are good enough to filter out 95% of the particulate that is 0.3 microns and larger.

Smoke particulate averages about 0.3 microns, so these masks will filter out a significant portion of the smoke if they are properly fit to the wearer's face. These masks, which may include an exhale valve, do not require cartridge filters. They are marked with one of the following: "R95", "N95" or "P95." Soft masks with higher ratings (R, N or P 99 and R, N, or P100) are also available and will filter out even more particulate. Respirators with purple HEPA (pronounced hee-pa and stands for high efficiency particulate air) filters offer the highest protection, but may be less comfortable and slightly more expensive than the flexible masks. Again, unless there is an airtight seal over the wearers face, it will provide little protection. There are several drawbacks to recommending

widespread mask use in an area affected by wildfire smoke. Most people won't use the masks correctly and won't understand the importance of having an airtight seal. For instance, it is impossible to get a good seal on individuals with beards. In addition, masks aren't designed for use by the general population (including children.) As a result, the masks will provide little if any protection. In addition, they may give the wearers a false sense of protection, leading them to ignore other recommendations, like reducing physical activity, which could actually increase their exposure. Masks are uncomfortable (they are less uncomfortable when they are leaky- but then they do not provide protection.) They increase resistance to air flow. This makes breathing more difficult and leads to physiological stresses, such as increased respiratory and heart rates. Masks can also contribute to heat stress. Because of this, mask use by those with cardiopulmonary and respiratory diseases can be dangerous, and should only be done under a doctor's supervision. Even healthy adults may find that the increased effort required for breathing makes it uncomfortable to wear a mask for more than short periods of time. Breathing resistance increases with respirator efficiency. Most healthy adults can use a 95% efficient respirator without undue breathing resistance. At higher efficiencies, breathing resistance will increase and the user will experience more discomfort. Another problem with masks is that most of them will not reduce CO. There are some instances where recommending mask use can be beneficial. For outdoor workers, or others that will be outside regardless of the smoke, masks (as long as they fit properly) can afford some protection. In cases where people are generally staying indoors, wearing a mask to go outside briefly might be useful. Masks can also be useful in conjunction with other methods of exposure reduction like staying indoors, reducing activity and using HEPA air cleaners, to reduce overall smoke exposure.

Clean Air Shelters: In many places, staying inside may not adequately protect susceptible individuals. Many homes do not have air conditioning, and depend on open windows and doors for cooling. Other homes may be so leaky, that the pollution levels will soon equal that of outside air. During severe smoke events, clean air shelters can be designated to provide residents with a place to get out of the smoke.

These can be located in large commercial buildings, educational facilities, shopping malls or anyplace with effective air conditioning and particle filtration.

Closures: The decision to close or curtail business activities will depend upon predicted smoke levels, environmental and socioeconomic factors and other local conditions. It could be that exposure inside schools and businesses may be similar to or better than those in homes. Children's physical activity may also be better controlled in schools than in homes, making school closings a poor choice. In many areas it will not be practical to close businesses and schools, but partial closures may be beneficial. Closures and cancellations can target specific groups (like the sensitive populations) or specific, high risk activities, like outdoor sporting events and practices. Curtailing outside activities can reduce exposures by encouraging people to stay inside and reduce physical activity. The decision to restrict industrial emissions should be based on the local air pollution situation and the emission characteristics of particular industries. Curtailment may not be beneficial if eliminating industrial emissions will not noticeably reduce the air pollution load.

Evacuation: The most common call for evacuation during a wildfire is due to the direct threat of the fire instead of smoke. Leaving the area of thick smoke may be a good protective measure for members of sensitive groups, but it is often difficult to predict the duration, intensity and direction of smoke, making this an unattractive option to many people. For fires that go on for weeks, evacuation may not be possible for a large percentage of the population.

*Coefield, John and Cyra Cain. 2001. Forest Fire Smoke Categories. Montana Department of Environmental Quality, PO Box 200901, Helena, MT 59620.

Wildfire Emergency Procedures

In the event of a wildland fire threatening the general area, students should be sheltered in place, unless specifically directed by Fire Department personnel to evacuate. In most cases, students can be sheltered in the classrooms; however, at the discretion of school administrators, students may be relocated to an auditorium or gymnasium. Every effort should be made to keep students at the school in order to minimize traffic congestion and to ensure that emergency responder traffic will not be delayed. Fire Department personnel will maintain communications with school officials, and will advise when students can be released and/or when parents can safely reach the school to retrieve their children.

Incident: Chemical & Biological Weapons

In case of a chemical or biological weapon attack at school, the administration will instruct you on the best course of action. This may be to evacuate the area immediately, to seek shelter at a designated location, or to take immediate shelter where you are and seal the premises. The best way to protect you is to take emergency preparedness measures ahead of time and to get medical attention as soon as possible, if needed.

Chemical

Chemical warfare agents are poisonous vapors, aerosols, liquids, or solids that have toxic effects on people, animals or plants. They can be released by bombs, sprayed from aircraft, boats, or vehicles, or used as a liquid to create a hazard to people and the environment. Some chemical agents may be odorless and tasteless. They can have an immediate effect (a few seconds to a few minutes) or a delayed effect (several hours to several days). While potentially lethal, chemical agents are difficult to deliver in lethal concentrations. Outdoors, the agents often dissipate rapidly. Chemical agents are also difficult to produce.

There are six types of chemical agents:

- Lung-damaging (pulmonary) agents such as phosgene,
- Cyanide,
- Vesicants or blister agents such as mustard,
- nerve agents such as GA (tabun), GB (sarin), GD (soman), GF, and VX,
- Incapacitating agents such as B and
- Riot-control agents (similar to MACE)

Biological

Biological agents are organisms or toxins that can kill or incapacitate people, livestock and crops. The three basic groups of biological agents that would likely be used as weapons are bacteria, viruses, and toxins.

- Bacteria. Bacteria are small free-living organisms that reproduce by simple division and are easy to grow. The diseases they produce often respond to treatment with antibiotics.
- Viruses. Viruses are organisms that require living cells in which to reproduce and are intimately dependent upon the body they infect. Viruses produce diseases that generally do not respond to antibiotics. However, antiviral drugs are sometimes effective.
- Toxins. Toxins are poisonous substances found in, and extracted from, living plants, animals, or microorganisms; some toxins can be produced or altered by chemical means. Some toxins can be treated with specific antitoxins and selected drugs.

Most biological agents are difficult to grow and maintain. Many break down quickly when exposed to sunlight and other environmental factors, while others such as anthrax spores are very long lived. They can be dispersed by spraying them in the air, or infecting animals which carry the disease to humans as well as through food and water contamination.

- Aerosols- Biological agents are dispersed into the air, forming a fine mist that may drift to files. Inhaling the agent may cause disease in people or animals.

- Animals- some diseases are spread by insects and animals, such as fleas, mice, flies and mosquitoes. Deliberately spreading diseases through livestock is also referred to as agroterrorism.
- Food and water contaminations- Some pathogenic organisms and toxins may persist in food and water supplies. Most microbes can be killed, and toxins deactivated, by cooking food and boiling water. Anthrax spores formulated as a white powder were mailed to individuals in the government and media in the fall of 2001. Postal sorting machines and opening of letters dispersed the spores as aerosols. Several deaths resulted. The effect was to disrupt mail service and to cause a widespread fear of handling delivered mail among the public.
- Person-to-person spread of a few infectious agents is also possible. Humans have been the source of infection for smallpox, plague, and the Lassa viruses.

What to do to prepare for Chemical and Biological Attacks

- Maintain disaster supplies;and
- Rehearse emergency procedures.
- Keep a complete, spare set of clothing in your room/office in a tightly sealed container.

What to do During a Chemical or Biological Attack

- Listen to announcements over the PA system for instructions from the administration such as whether to remain inside or to evacuate.
- If you are instructed to remain indoors:
 - Turn off the heating and air conditioning unit and any fan in the room/office.
 - Cover all ventilation vents.
 - Seal the room/office with duct tape. Ten square feet of floor space per person will provide sufficient air to prevent carbon dioxide build-up for up to five hours.
 - Keep students calm and quiet. Try to get people to sleep, as you remain awake.
 - Remain in room/office until you receive additional instructions.
- If you are caught in an unprotected area, you should:
 - Attempt to get up-wind of the contaminated area.
 - Attempt to find shelter as quickly as possible.
 - Listen for instructions from the administration.

What to do After a Chemical Attack

Immediate symptoms of exposure to chemical agents may include blurred vision, eye irritation, difficulty breathing and nausea. a person affected by a chemical or biological agent requires immediate attention by professional medical personnel. If medical help is not immediately available, decontaminate yourself and assist in decontaminating others. Decontamination is needed with minutes of exposure to minimize health consequences. (However, you should NOT leave the safety of a shelter to go outdoors to help others until the administration announces that it is safe to do so.)

- Use extreme caution when helping others who have been exposed to chemical agents:
 - Remove all clothing and other items in contact with the body.
 - Contaminated clothing normally removed over the head should be cut off to avoid contact with the eyes, nose, and mouth.
 - Put all removed clothing into a plastic bag.
 - Decontaminate hands using soap and water if available.
 - Remove eyeglasses and contact lenses.

- Decontaminate eyeglasses in a pan of household bleach.
- Flush eyes with lots of water
- Gently wash face and hair with soap and water; then thoroughly rinse with water.
- Decontaminate other body areas likely to have been contaminated. Blot (do not swab or scrape) with a cloth soaked in soapy water and rinse with clear water.
- Change into uncontaminated clothes. clothing stored in drawers or closets is likely to be uncontaminated.
- If possible, proceed to a medical facility for screening.

What to do After a Biological Attack

In many biological attacks, people will not know they have been exposed to an agent. In such situations, the first evidence of an attack may be when you notice symptoms of the disease caused by an agent exposure, and you should seek immediate medical attention for treatment.

In some situations, like the anthrax letters sent in 2001, people may be alerted to potential exposure. If this is the case, pay close attention to all official warnings and instructions on how to proceed. The delivery of medical service for a biological event may be handled differently to respond to increased demand. Again, it will be important for you to pay attention to official instruction via radio, television, and emergency alert systems.

If your skin or clothing comes in contact with a visible, potentially infectious substance, you should remove and bag your clothes and personal items and wash yourself with warm soapy water immediately. Put on clean clothes and seek medical assistance.

For more information, visit the website for the Centers for Disease Control and Prevention:
www.bt.cdc.gov.

Incident: Nuclear & Radiological Attack

Nuclear explosions can cause deadly effects- blinding light, intense heat (thermal radiation), initial nuclear radiation, blast, fires started by the heat pulse, and secondary fires caused by the destruction. They also produce radioactive particles called fallout that can be carried by wind for hundreds of miles.

Terrorist use of a radiological dispersion device (RDD) -- often called “dirty nuke” or “dirty bomb” - is considered far more likely than use of a nuclear device. These radiological weapons are a combination of conventional explosives and radioactive material designed to scatter dangerous and sub-lethal amounts of radioactive material over a general area. Such radiological weapons appeal to terrorists because they require very little technical knowledge to build and deploy compared to that of a nuclear device. Also, these radioactive materials, used widely in medicine, agriculture, industry and research, are much more readily available and easy to obtain compared to weapons grade uranium or plutonium.

Terrorist use of a nuclear device would probably be limited to a single smaller “suitcase” weapon. The strength of such a weapon would be in the range of bombs used during World War II. The nature of the effects would be the same as a weapon delivered by an intercontinental missile, but the area and severity of the effects would be significantly more limited.

There is no way of knowing how much warning time there would be before an attack by a terrorist using a nuclear or radiological weapon. A surprise attack remains a possibility.

The danger of a massive strategic nuclear attack on the United States involving many weapons receded with the end of the Cold War. However, some terrorists have been supported by nations that have nuclear weapons programs.

If there were a threat of an attack from a hostile nation, people living near potential targets could be advised to evacuate or they could decide on their own to evacuate to an area not considered a likely target. Protection from radioactive fallout would require taking shelter in an underground area, or in the middle of a large building.

In general, potential targets include:

- Strategic missile sites and military bases;
- Centers of government such as Washington, D.C., and state capitals;
- Important transportation and communication centers;
- Manufacturing, industrial, technology, and financial centers;
- Petroleum refineries, electrical power plants and chemical plants; and
- Major ports airfields

Taking shelter during a nuclear attack is absolutely necessary. There are two kinds of shelters --blast and fallout.

Blast shelters offer some protection against blast pressure, initial radiation, heat and fire, but even a blast shelter could not withstand a direct hit from a nuclear detonation.

Fallout shelters do not need to be specially constructed for that purpose. They can be any protected space, provided that the walls and roof are thick and dense enough to absorb the radiation given off by fallout particles. The three protective factors of a fallout shelter are shielding, distance and time.

- Shielding. the more heavy, dense material -- thick walls, concrete, bricks, books and earth --between you and the fallout particles the better.
- Distance. The more distance between you and the fallout particles the better. An underground area, such as a home or office building basement, offers more protection than the first floor of a building. A floor near the middle of a high-rise may be better, depending on what is nearby at that level on which significant fallout particles would collect. Flat roofs collect fallout particles so the top floor is not a good choice, nor is a floor adjacent to a neighboring flat roof.
- Time. Fallout radiation loses its intensity fairly rapidly. In time, you will be able to leave the fallout shelter. Radioactive fallout poses the greatest threat to people during the first two weeks, by which time it has declined to about 1% of its initial radiation level.

Remember that any protection, however temporary, is better than none at all, and the more shielding, distance and time you can take advantage of, the better.

Electromagnetic pulse

In addition to other effects, a nuclear weapon detonated in or above the earth's atmosphere can create an electromagnetic pulse (EMP), a high-density electrical field. EMP acts like a stroke of lightning but is stronger, faster and briefer. EMP can seriously damage electronic devices connected to power sources or antennas. This includes communication systems, computers, electrical appliances, and automobile or aircraft ignition systems. The damage could range from a minor interruption to actual burnout of components. Most electronic equipment within 1,000 miles of a high-altitude nuclear detonation could be affected. Battery powered radios with short antennas generally would not be affected.

Although EMP is unlikely to harm most people, it could harm those with pacemakers or other implanted electronic devices.

What to do Before a Nuclear or Radiological Attack

1. Learn the warning signals and all sources of warning used in your community. Make sure you know what the signals are, what they mean, how they will be used, and what you should do if you hear them. AT Valencia High, THE SIGNAL WILL BE AN OPEN ANNOUNCEMENT OVER THE PA SYSTEM.
2. Assemble and maintain a disaster supply kit with food, water, medications, fuel and personal items adequate for up to 2 weeks -- the more the better.
3. Find out what public buildings in your community may have been designated as fallout shelters. It may have been years ago, but start there, and learn which buildings are still in use and could be designated as shelters again.
 - Call your local emergency management office.
 - Look for yellow and black fallout shelter signs on public buildings, Note: With the end of the Cold War, many of the signs have been removed from the buildings previously designated.

- If no noticeable or official designations have been made, make your own list of potential shelters near your home, workplace and school: basements, or the windowless center area of middle floors in high-rise buildings, as well as subways and tunnels.
- Give your household clear instructions about where fallout shelters are located and what actions to take in case of attack.

(The city of Santa Clarita has designated all high school gymnasiums, the COC gymnasium, the Community Center in Newhall and the Sports Complex as Emergency shelters.)

- If you live in an apartment building or high-rise, talk to the manager about the safest place in the building for sheltering, and about providing for building occupants until it is safe to go out.
- There are few public shelters in many suburban and rural areas. If you are considering building a fallout shelter at home, keep the following in mind:
 - A basement, or any underground area, is the best place to shelter from fallout. Often, few major changes are needed, especially if the structure has two or more stories and its basement--or corner of it--is below ground
 - Fallout shelters can be used for storage during non-emergency periods, but only store things there that can be very quickly removed. (when they are removed, dense, heavy items may be used to add to the shielding.)
 - All the items you will need for your stay need not be stocked inside the shelter itself but can be stored elsewhere, as long as you can move them quickly to the shelter.
- Learn about your community's evacuation plans. Such plans may include evacuation routes, relocation sites, how the public will be notified and transportation options for people who do not own cars and those who have special needs.
- Acquire other emergency preparedness booklets that you may need. See the "For More Information" chapter at the end of the guide

What to do During a Nuclear or Radiological Attack

1. Do not look at the flash or fireball -- it can blind you.
2. If you hear an attack warning:
 1. Take cover as quickly as you can (if you are alone and outside, HEAT TO THE MAIN OR SMALL GYMNASIUM or , if you are outside with students, ESCORT YOUR STUDENTS TO THE MAIN OR SMALL GYMNASIUM), and stay there unless instructed to do otherwise. You must hurry. After receiving a warning, you have very little time to find shelter.
 2. If you are caught outside, unable to get inside immediately, take cover behind anything that might offer protection. Lie flat on the ground and cover your head.
 3. If you are inside, STAY INSIDE. Move as far away from windows as possible and get under as much cover as possible, e.g., desks, tables, etc. Remain in that location until you receive other instructions.
 4. If the explosion is some distance away, it could take 30 seconds or more for the blast wave to hit.
3. Protect yourself from radioactive fallout. If you are close enough to see the brilliant flash of a nuclear explosion, the fallout will arrive in about 20 minutes. Take shelter, even if you are many miles from ground zero --radioactive fallout can be carried by the winds for hundreds of miles. Remember the three protective factors: shielding, distance and time.

4. Keep a battery-powered radio with you, and listen for official information. Follow the instructions given. Local instructions should always take precedence: officials on the ground know the local situation best.

What to do After a Nuclear or Radiological Attack

1. Do not leave the shelter until officials say it is safe. Follow their instructions when leaving.
2. If in a fallout shelter, stay in your shelter until local authorities tell you it is permissible or advisable to leave. The length of your stay can range from a day or two or four weeks.
 1. Contamination from a radiological dispersion device could affect a wide area, depending on the amount of conventional explosives used, the quantity of radioactive material and atmospheric conditions.
 2. A "suitcase" terrorist nuclear device detonated at or near ground level would produce heavy fallout from the dirt and debris sucked up into the mushroom cloud.
 3. A missile-delivered nuclear weapon from a hostile nation would probably cause an explosion many times more powerful than a suitcase bomb, and provide a greater cloud of radioactive fallout.
 4. The decay rate of the radioactive fallout would be the same, making it necessary for those in the areas with the highest radiation levels to remain in shelter for up to a month.
 5. The heaviest fallout would be limited to the area at or downwind from the explosion, and 80% of the fallout would occur during the first 24 hours.
 6. Because of these facts and the very limited number of weapons terrorists could detonate, most of the country would not be affected by fallout.
 7. People in most of the areas that would be affected could be allowed to come out of shelter and, if necessary, evacuate to unaffected areas within a few days.
3. Although it may be difficult, make every effort to maintain sanitary conditions in your shelter space.
4. Water and food may be scarce. Use them prudently but do not impose severe rationing, especially for children, the ill or elderly.
5. Cooperate with shelter managers. Living with many people in a confined space can be difficult and unpleasant.
6. Keep listening to the radio for news about what to do, where to go, and places to avoid.
7. If your home was within the range of a bomb's shock wave, or you live in a high-rise or other apartment building that experienced a non-nuclear explosion, check first for any sign of collapse or damage, such as:
 1. Toppling chimneys, falling bricks, collapsing walls, plaster falling from ceilings;
 2. Fallen light fixtures, pictures and mirrors;
 3. Broken glass from windows;
 4. Overturned bookcases, wall units or other fixtures;
 5. Fires from broken chimneys; and
 6. Ruptured gas and electric lines.
8. Immediately clean up spilled medicines, drugs, flammable liquids, and other potentially hazardous materials.
9. Listen to your battery-powered radio for instructions and information about community services.
10. Monitor the radio and your television for information on assistance that may be provided. Local, state and federal governments and other organizations will help meet emergency needs and help you recover from damage and losses.
11. Broken water mains and fallen power lines may aggravate the danger at hand.

12. If you turned gas, water and electricity off at the main valves and switch before you went to shelter:
 - a. Do not turn the gas back on. The gas company will turn it back on for you or you will receive other instructions.
 - b. Turn the water back on at the main valve only after you know the water system is working and water is not contaminated.
 - c. Check to see the sewage lines are intact before using sanitary facilities.
13. Stay away from damaged areas.
14. Stay away from areas marked “radiation hazard” or “HAZMAT.”

Incident: Thunderstorm

Thunderstorms are very common and affect great numbers of people each year. Despite their small size in comparison to hurricanes and winter storms, all thunderstorms are dangerous. Every thunderstorm produces lightning. Other associated dangers of thunderstorms include tornadoes, strong winds, hail, and flash flooding. Flash flooding is responsible for more fatalities -- more than 140 annually--that any other thunderstorm-associated hazard.

Some thunderstorms do not produce rain that reaches the ground. These are generically referred to as dry thunderstorms and are most prevalent in the Western United States. Known to spawn wildfires, these storms occur when there is a large layer of dry air between the base of the cloud and the ground. The falling raindrops evaporate, but lightning can still reach the ground.

What to do Before a Thunderstorm Approaches

1. Know the terms used by weather forecasters:
 - a. Severe Thunderstorm Watch - Tells you when and where severe thunderstorms are likely to occur. Watch the sky and stay tuned to radio or television to know when warnings are issued.
 - b. Severe Thunderstorm Warning -- Issued when severe weather has been reported by spotters or indicated by radar. Warnings indicate imminent danger to life and property to those in the path of the storm.
2. Know thunderstorms facts:
 - a. Thunderstorms may occur singly, in clusters, or in lines.
 - b. Some of the most severe weather occurs when a single thunderstorm affects one location for an extended time.
 - c. Thunderstorms typically produce heavy rain for a brief period, anywhere from 30 minutes to an hour.
 - d. Warm, humid conditions are very favorable for thunderstorms development.
 - e. A typical thunderstorm is 15 miles in diameter and lasts an average of 30 minutes.
 - f. Of the estimated 100,000 thunderstorms each year in the United States, about 10 percent are classified as severe.
 - g. A thunderstorm is classified as severe if it produces hail at least three-quarters of an inch in diameter, has winds of 58 miles per hour or higher, or produces a tornado.
3. Know the calculation to determine how close you are to a thunderstorm:
 - a. count the number of seconds between a flash of lightning and the next clap of thunder. Divide this number by 5 to determine the distance to the lightning in miles.
4. Remove dead or rotting trees and branches that could fall and cause injury or damage during a severe thunderstorm.
5. When a thunderstorm approaches, secure outdoor objects that could blow away or cause damage. Shutter windows, if possible, and secure outside doors. If shutters are not available, close window blinds, shades, or curtains.

Incident: Lightning

The ingredient that defines a thunderstorm is lightning. Since lightning creates thunder, a storm producing lightning is called a thunderstorm.

Lightning occurs during all thunderstorms. Lightning results from the buildup and discharge of electrical energy between positively and negatively charged areas.

The unpredictability of lightning increases the risk to individuals and property. In the United States, an average of 300 people are injured and 80 people are killed each year by lightning. Although most lightning victims survive, people struck by lightning often report a variety of long-term, debilitating symptoms, including memory loss, attention deficits, sleep disorders, numbness, dizziness, stiffness in joints, irritability, fatigue, weakness, muscle spasms, depression, and inability to sit for a long period of time.

When thunderstorms threaten your area, get inside a home, building or hard top automobile (not a convertible) and stay away from metallic objects and fixtures.

1. If you are inside a home:

- a. Avoid showering or bathing. Plumbing and bathroom fixtures can conduct electricity;
- b. avoid using a corded telephone, except for emergencies. cordless and cellular telephones are safe to use;
- c. Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage; and
- d. Use your battery-operated radio for updates from local officials (a national Oceanic and atmospheric administration (NOAA) radio is recommended).

2. If outside, with no time to reach a safe location, follow these recommendations:

- a. In a forest, seek shelter in a low area under a thick growth of small trees;
- b. In open areas, go to a low place such as a ravine or valley. Be alert for flash floods;
- c. Do not stand under a natural lightning rod, such as a tall, isolated tree in an open area, light or flag pole;
- d. Do not stand on a hilltop, in an open field, on the beach or in a boat on the water;
- e. Avoid isolated sheds or other small structures in open areas;
- f. Get away from open water. If you are boating or swimming, get to land and find shelter immediately;
- g. Get away from anything metal -- tractors, farm equipment, motorcycles, golf cars, golf clubs and bicycles;
- h. Stay away from wire fences, clothesline, metal pipes, rails and other metallic paths that could carry lightning to you from some distance away; and
- i. if you feel your hair stand on end (which indicates that lightning is about to strike), squat low to the ground on the balls of your feet. Place your hands over your ears and your head between your knees. Make yourself the smallest target possible and minimize your contact with the ground. DO NOT lie flat on the ground.

3. Remember these facts and safety tips about lightning.

Facts:

1. Lightning often strikes outside of heavy rain and may occur as far as 10 miles away from any rainfall.

2. Lightning-strike victims carry no electrical charge and should be attended to immediately. If breathing has stopped, begin mouth-to-mouth resuscitation. If the heart has stopped, an AED is available in the office and a trained person should administer CPR. If the victim has a pulse and is breathing, look for other possible injuries. Check for burns where the lightning entered and left the body. Be alert also for nervous system damage, broken bones, and loss of hearing or eyesight. Contact your local emergency management office or American Red Cross chapter for information on CPR and first aid classes.
3. "Heat Lightning" is actually lightning from a thunderstorm too far away for thunder to be heard. However, the storm may be moving in your direction!
4. Most lightning deaths and injuries occur when people are caught outdoors in the summer months during the afternoon and evening.
5. Lightning starts many fires in the western United States and Alaska.
6. Lightning can occur from cloud-to-cloud, within a cloud, cloud -to ground, or cloud-to-air.
7. Your chances of being struck by lightning are estimated to be 1 in 600,000 but could be even less by following safety tips.

Safety Tips:

1. Postpone outdoor activities if thunderstorms are likely.
2. Remember the 30/30 lightning safety rule: go indoors if, after seeing lightning, you cannot count to 30 before hearing thunder and stay indoors for 30 minutes after hearing the last lap of thunder.
3. rubber-soled shoes and rubber tires provide NO protection from lightning. However, the steel frame of a hard-topped vehicle provides increased protection if you are not touching metal. Although you may be injured if lightning strikes your car, you are much safer inside a vehicle than outside in the open.

Incident: Extreme Heat

Heat kills by pushing the human body beyond its limits. Under normal conditions, the body's internal thermostat produces perspiration that evaporates and cools the body. However, in extreme heat and high humidity, evaporation is slowed and the body must work extra hard to maintain a normal temperature.

Most heat disorders occur because the victim has been overexposed to heat or has over-exercised for his or her age and physical condition. The elderly, young children, and those who are sick or overweight are more likely to succumb to extreme heat.

Conditions that can induce heat-related illnesses include stagnant atmospheric conditions and poor air quality. Consequently, people living in urban areas may be at greater risk from the effects of a prolonged heat wave than those living in rural areas. Also, asphalt and concrete store heat longer and gradually release heat at night, which can produce higher nighttime temperatures known as the "urban heat island effect."

What to do Before an Extreme Heat Emergency

1. Know the terms associated with extreme heat:
 - a. Heat wave - Prolonged period of excessive heat, often combined with excessive humidity;
 - b. Heat index - a number in degrees Fahrenheit (F) that tells how hot it feels when relative humidity is added to the air temperature. Exposure to full sunshine can increase the heat index by 15 degrees;
 - c. Heat cramps - Muscular pains and spasms due to heavy exertion. Although heat cramps are the least severe, they are often the first signal that the body is having trouble with the heat;
 - d. Heat exhaustion - Typically occurs when people exercise heavily or work in a hot, humid place where body fluids are lost through heavy sweating. Blood flow to the skin increases, causing blood flow to decrease to the vital organs. This results in a form of mild shock. If not treated, the victim's condition will worsen. Body temperature will keep rising and the victim may suffer heat stroke;
 - e. Heat stroke - Heat stroke is life-threatening. The victim's temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result if the body is not cooled quickly; and
 - f. Sun stroke - another term for heat stroke
2. Consider the following preparedness measures when faced with the possibility of extreme heat:
 - a. Install window air conditioners snugly, insulated if necessary;
 - b. Close any floor heat registers nearby and use a circulating or box fan to spread cool air;
 - c. check air-conditioning ducts for proper insulation;
 - d. Install temporary reflectors, such as aluminum foil covered cardboard, to reflect heat back outside and be sure to weather-strip doors and sills to keep cool air in; and
 - e. Cover windows that receive morning or afternoon sun with drapes, shades, awnings or louvers. Outdoor awnings or louvers can reduce the heat that enters a home by up to 80 percent. Consider keeping storm windows up all year.

What to do During Extreme Heat or a Heat Wave Emergency

1. Stay indoors as much as possible.
 - a. If air conditioning is not available , stay on the lowest floor out of the sunshine.
 - b. Remember that electric fans do not cool, they just blow hot air around.
2. Eat well-balanced, light and regular meals. Avoid using salt tablets unless directed to do so by a physician.
3. Drink plenty of water regularly even if you don't feel thirsty.

Persons who have epilepsy or heart, kidney, or liver disease, are on fluid-restrictive diets, or have a problem with fluid retention should consult a doctor before increasing liquid intake.

1. Limit intake of alcoholic beverages. Although most sodas, beer and other alcoholic beverages appear to satisfy thirst, they actually cause further body dehydration.
2. Never leave children or pets alone in closed vehicles.
3. Dress in loose fitting clothes that cover as much skin as possible.

Lightweight, light-colored clothing reflects heat and sunlight and helps maintain normal body temperature.

1. Protect face and head by wearing a wide-brimmed hat.
2. avoid too much sunshine.

Sunburn slows the skin's ability to cool itself. Use a sunscreen lotion with a high SPF (sun protection factor) rating (i.e., 15 or greater).

1. Avoid strenuous work during the warmest part of the day. Use a buddy system when working in extreme heat and take frequent breaks.
2. Spend at least two hours per day in an air-conditioned place. If your home is not air conditioned, consider spending the warmest part of the day in public buildings such as libraries, schools, movie theaters, shopping malls and other community facilities.
3. Check on family, friends, and neighbors who do not have air conditioning and who spend much of their time alone.

First-aid for heat-induced illnesses

1. Sunburn

- a. Symptoms: Skin redness and pain, possible swelling, blisters, fever, headaches.
- b. First Aid: Take a shower, using soap, to remove oils that may block pores, preventing the body from cooling naturally. If blisters occur, apply dry, sterile dressings and get medical attention.

2. Heat Cramps

- a. Symptoms: Painful spasms, usually in leg and abdominal muscles. Heavy sweating.
- b. First Aid: Get the victim out to a cooler location. Lightly stretch and gently massage muscles to relieve spasm. Give sips of up to half glass of cool water every 15 minutes. Do not give liquids with caffeine or alcohol. If nauseous, discontinue liquids.

3. Heat Exhaustion

- a. Symptoms: Heavy sweating and skin may be cool, pale or flushed. Weak pulse. Normal body temperature is possible but temperature will likely rise. Fainting or dizziness, nausea or vomiting, exhaustion and headaches are possible.
 - b. First aid: Get victim to lie down in a cool place. Loosen or remove clothing. Apply cool, wet cloths . Fan or move victim to an air-conditioned place. Give sips of water if the victim is conscious. Be sure water is consumed slowly. Give half glass of cool water every 15 minutes. If nausea occurs, discontinue. If vomiting occurs, seek immediate medical attention.
- 4. Heat Stroke (sun stroke)**
- a. Symptoms: High body temperature (105+). Hot, red, dry skin. Rapid, weak pulse; and rapid, shallow breathing. Possible unconsciousness. Victim will likely not sweat unless victim was sweating from recent strenuous activity.
 - b. First Aid: Heat Stroke is a severe medical emergency. Call 911 or emergency medical services or get the victim to a hospital immediately. Delay can be fatal. Move victim to a cooler environment. Remove clothing. Try a cool bath, sponging or wet sheet to reduce body temperature. Watch for breathing problems. Use extreme caution. Use fans and air conditioners.

Incident: Hazmat (Hazardous Materials)

1. Immediately after a HAZMAT condition has been reported to an administrator, the administrator will call either the fire department or the Sheriff's Station and insist that one of their personnel report to the school ASAP to confirm the call. If the school deputy is available, s/he may confirm the call.
2. After a proper authority has confirmed the call, the principal will conduct a meeting with selected members of the Crisis Team. The purpose of the meeting will be to 1) define the situation, 2) discuss possible solutions/actions, 3) define the plan of action, and 4) execute the plan.
3. The principal will contact the district superintendent and apprise him/her of the situation.
4. If the administration is instructed to evacuate the school premises, the plan of action must include the manner of dismissal, i.e., all at once, by building(s), or etc., the route(s) that will be used, and designated assembly area.
 - Communications will remain a high priority during the entire situation. The Crisis Team must also insure that appropriate information is being disseminated effectively, and supervision of all personnel is being conducted responsibly.
 - The administrator in charge will activate the Recording Team and instruct its selected members to record all occurrences, decisions, and results chronologically.

Incident: Medical Emergency

Pursuant to Administrative Regulation 5141.21(a) (see appendix A), should a medical emergency occur involving a student, the Health Assistant will contact the student's parent/guardian as soon as is practicable. The names of and the phone numbers for parents/guardians are readily available in the STU and PHONE files in Infinite Campus. Contacting the parents/guardians will be done by the telephone.

By state education law, students may not carry medications with them while attending school. However, under special circumstances when school attendance is contingent upon uninterrupted medication necessitating a dose during the school day, and when the physician having responsibility for the medical care of the child makes a specific recommendation, an exception may be made. In such a case the following procedures must be followed:

1. Submit a Request for Medication form or a Self-Administration Medication form, if applicable, with both parent and physician signature authorizing the:
 - a. method,
 - b. amount, and
 - c. time schedules the specified medication is to be taken.
2. Assure that each medication is:
 - a. in its original container,
 - b. clearly labeled, with
 - i. the pupil's full name,
 - ii. the physician's name and phone number,
 - iii. the name of the medication,
 - iv. dosage,
 - v. schedule, and
 - vi. date of expiration of this prescription.
3. The school needs to be informed when any medication change is made. This includes a change in the type or nature of medication, as well as a change in the dosage of medication.

Parents are responsible to coordinate having medications at school with the school's health assistant. The health assistant will record the student's medical condition and medication(s) prescribed to manage the condition. If a student must carry any medical equipment with them while at school, the parent/guardian must inform the health assistant and/or district school nurse. The health assistant will also record this in the student's Infinite Campus health record.

Parents are responsible to inform the health assistant and/or district nurse of any long term or permanent, high-risk medical condition, e.g. diabetes, severe allergies, heart conditions, etc. The health assistant is responsible to record and monitor individual health care plans, formulated by the district nurse, for students with high-risk medical conditions. The individual health care plan for high-risk medical condition must include, but is not limited to:

1. A detailed outline of all medical needs of the student such as:
 - a. blood glucose testing,
 - b. emergency medications/injections,
 - c. oral medications,
 - d. as well as what medications will be taken during school hours.

2. The Student's individual health care plan will also specify who will have access to and who will make sure there are emergency medical supplies available at school to deal with a low and high blood-sugar crisis.

The health assistant is responsible to communicate all students' recorded medical conditions to the necessary school employees through a confidential health list or if necessary an individual healthcare plan. The communication will include but is not limited to:

1. who the student is,
2. what medical condition the student has,
3. what the signs and symptoms are and how it is to be treated,
4. what actions the school personnel are to take if a medical problem occurs in their presence with a specific student, and
5. what, if any, medical equipment and/or emergency medications the student will be carrying with them at school.

The district nurse is responsible to formulate an individual health care plan for students with diabetes, severe allergies, heart condition, etc. and communicate this plan to the health assistant.

In-servicing training with regards to proper use of emergency medications as well as equipment is to be provided to the health assistant and to volunteer school personnel by the district nurses.

Health Care Plan For: SEIZURE DISORDER (Grand-Mal/Generalized Tonic-Clonic)

Description: Seizures are brief malfunctions in the brain's electrical system. The manifestations of seizures are determined by the site of origin and may include unconsciousness or altered consciousness, involuntary movements, and changes in perception, behavior, sensations, and posture. During a seizure there is usually rigidity, followed by involuntary jerking of the body. Breathing is shallow, followed by louder breathing in the relaxed stage. Saliva around the mouth may be blood-flecked from a bitten lip or tongue. A child may lose bladder or bowel control. A seizure may last about 1-3 minutes or longer, followed by fatigue and confusion.

Signs/Symptoms to Watch For:

1. Abrupt arrest of activity, characterized by involuntary jerking movements and loss of posture control.
2. Pale or ashen skin color.
3. Eyes may deviate from center position. Eyes may roll back in head or move from side to side.
4. Possible loss of bladder or bowel control.
5. Drooling, lip-smacking or teeth grinding and/or clenching.

Intervention:

1. *****CALL 911*** NOTIFY PARENT AND DISTRICT NURSE**
2. Ease child to the floor, clear area of hazards, and place soft item under the head. Loosen any restrictive clothing.
3. **Place child in side-lying position to maintain an open airway, especially in the event that vomiting occurs.**
4. Document onset of seizure activity and duration of seizure. Stay with student until seizure stops and the student is awake and alert.
5. **Do not attempt to restrain student during seizure activity. Do not put anything in the student's mouth. Do not try to hold the tongue. Do not give fluids or food.**

Name: _____ Site: _____

DOB: _____ Grade: _____ Reg. Ed: ☒ Spec Ed: ☐

Parent/Guardian: _____

Address: _____ Phone: _____

Emergency Name: _____ Phone: _____

Physician Name: _____ Phone: _____

Health History and Diagnosis: DIABETES (INSULIN DEPENDENT)

Health Care Plan For: HYPERGLYCEMIA (HIGH BLOOD SUGAR)

Description: Hyperglycemia or high blood sugar is defined by blood glucose readings that are usually above 200mg/dl. Hyperglycemia may be caused by too little insulin, failure to follow diet, an infection, a fever, or emotional stress. Hyperglycemia has a slow onset and if left untreated may progress to diabetic coma.
Student has an INSULIN PUMP that has a small catheter, which carries the insulin from the pump directly to his/her bloodstream. The student controls the amount of insulin delivered to him/her throughout the day.

Medication: Insulin Pump.

Signs/Symptoms to Watch For:

1. Extreme thirst and frequent urination.
2. Dry, hot and flushed skin.
3. Lethargy. May have changes in vision.
4. Nausea and vomiting. May have fruity breath odor.
5. **SERIOUS SYMPTOMS:** Deep, rapid breathing. Stupor. Unconsciousness.

Intervention:

1. Student to notify Health Assistant of **high blood glucose levels.**
2. Notify Parent of **high blood glucose levels.**
3. Give plenty of water if student is alert and is able to swallow.
4. Allow student to self-administer insulin per physician orders. Parent will be required to come to school site to administer insulin in the absence of Physician orders
5. Recheck blood glucose levels every 15-20 minutes or until levels return to normal range for student. Report blood glucose levels to Health Assistant.
6. **IF STUDENT BECOMES UNCONSCIOUS, ***CALL 911 IMMEDIATELY*****

IF THE STUDENT DOES NOT HAVE AN INSULIN PUMP, DISREGARD THE PARTS OF THE PLAN THAT INDICATE A PUMP.

DO NOT ALLOW A STUDENT TO ADMINISTER INSULIN UNLESS PHYSICIAN'S ORDERS ARE ON FILE.

Health Care Plan For: HYPOGLYCEMIA (LOW BLOOD SUGAR)

Description: Hypoglycemia or low blood sugar is defined by blood glucose readings that are 70mg/dl or below. Hypoglycemia may be caused by too much insulin, missing a meal, not eating enough food or by strenuous exercise or activity. Hypoglycemia can come on suddenly and the symptoms may be dependent on how low the blood sugar is or how fast the blood sugar level dropped.

Student has an INSULIN PUMP that has a small catheter, which carries the insulin from the pump directly to his/her bloodstream. The student controls the amount of insulin delivered to him/her throughout the day.

Medication: Insulin Pump.

Signs/Symptoms to Watch For:

1. Weakness, drowsiness, dizziness.
 2. Sweating, shaking, nervousness, rapid heart beat.
 3. Intense hunger, stomach ache, headache.
 4. Confused, disoriented, inattentive, personality changes.
 5. Agitated or combative.
-

Intervention: Student to notify Health Assistant of Low Blood Glucose levels.

1. Administer pure glucose: Fruit Juice, 2-4 Glucose Tablets, or Glucose Gel.
 2. Recheck glucose level in 15-20 minutes. **If blood glucose remains at 70 or below: Give Juice or 2-4 glucose tablets.**
 3. Notify Parent/ Legal Guardian.
 4. Monitor vital signs and symptoms.
 5. Reassure student and keep student comfortable. **IF STUDENT LOSES CONSCIOUSNESS, ***CALL 911*** GLUCAGON MAY ONLY BE ADMINISTERED TO THOSE STUDENTS WHOSE PHYSICIANS HAVE ORDERED THE MEDICATION. CONSIDER DIABETIC STUDENTS WHO ARE UNCONSCIOUS TO HAVE LOW BLOOD SUGAR UNLESS OTHERWISE DETERMINED BY GLUCOSE TESTING. DO NOT ADMINISTER INSULIN.**
-

**EMERGENCY GLUCAGON INJECTION FOR EXTREME
HYPOGLYCEMIA**

Health Care Plan For:

Description: A Glucagon injection is administered to a known diabetic to rapidly raise blood sugar levels in cases of extreme hypoglycemia. Glucagon is a natural hormone that stimulates the liver to release stored sugar in cases of extreme hypoglycemia. Hypoglycemia means "low blood sugar". This term is used when the sugar in the bloodstream falls below normal (usually below 70mg/dl) or the low baseline for the student. Hypoglycemia may be caused by, not enough food or a delayed meal, too much exercise, too large a dose of insulin, stress, or illness.

Medication: **Glucagon**

**IF THE STUDENT DOES NOT HAVE AN INSULIN PUMP, DISREGARD THE PARTS OF THE PLAN
THAT INDICATE A PUMP.**

Signs/Symptoms to Watch For:

1. Altered level of consciousness, faintness, or personality changes.
 2. Pale appearance with dazed look and glassy eyes. The skin will be pale, cool and moist.
 3. Blurred or double vision.
 4. Disoriented and confused with poor coordination.
 5. Restless, irritable, and combative. Student may present as shaky, nervous, and/or unable to concentrate.
-

Intervention:

1. ***CALL 911***
 2. Place student in a side-lying position to ensure drainage of secretions or vomitus. ONLY ADMINISTER GLUCAGON INJECTION IF PHYSICIAN'S ORDERS ARE IN PLACE. Steps for administration: 1. Remove saline filled syringe from box. 2. Remove vial of Glucagon powder from box and flip top off of vial. 3. Uncap needle of syringe and inject all fluid into the vial. 4. Place cap back onto needle of syringe. 5. Roll vial between hands until powder is all dissolved. 6. Uncap needle of syringe and poke it back into the vial. 7. Holding vial upside down pull back on the plunger allowing medication to fill up syringe. 8. Holding syringe with needle up, push medication up to the top with the plunger until it barely squirts out of the needle. 9. If an alcohol swab is available, clean injection site (front mid-thigh area) and inject medication. 10. Document time of administration.
 3. Remain with student and monitor vital signs and symptoms.
 4. Notify Parent.
 5. Notify District Nurse.
-

The health clerk or administrative personnel will notify paramedics and parent of the situation. The parent will meet the student at the hospital. Parents give permission to transport student to an emergency facility per paramedic unit (911) and will assume all financial responsibility if necessary.

FIELD TRIPS: Parents are responsible for making arrangements to meet the special needs of their student, including providing extra drinks and snacks, blood glucose testing, insulin administration, and emergency administration of Glucagon, for all field trips. In the absence of a parent, legal guardian or an adult trained in the administration of Glucagon, Emergency Medical Response (911) would be called in the event of a severe hypoglycemic episode.

Health Care Plan For: VENTRICULOPERITONEAL (VP) SHUNT MALFUNCTION

Description: A V-P Shunt is for control of hydrocephalus. Hydrocephalus is a condition characterized by abnormal accumulation of cerebrospinal fluid within the skull. V-P Shunts are all subject to mechanical difficulties, such as kinking, plugging, or migration of tubing. Malfunction is most often caused by mechanical obstruction. In some instances, a shunt will malfunction as a result of infection.

Signs/Symptoms to Watch For:

1. Intense headache.
2. Vomiting (may be projectile).
3. Altered level of consciousness.
4. Unusually sleepy or irritable.
5. Student may complain of pain or stiffness in neck area.
6. Possibility of increased temperature.
7. Eyelids will be puffy and swollen.
8. Decreased academic functioning.
9. Dilated or unequal pupils.

Intervention:

1. **CALL 911**
2. Notify Parent.
3. Notify District Nurse.
4. KEEP STUDENT IN AN UPRIGHT POSITION. DO NOT GIVE FLUIDS OR FOOD.
5. Monitor vital signs and symptoms. Reassure student and keep student comfortable.

DO NOT ATTEMPT TO MANIPULATE THE SHUNT, SUCH AS PUMPING OR APPLYING PRESSURE.

Health Care Plan For: SEVERE ALLERGIC (ANAPHYLACTIC) REACTION.

Description: Anaphylactic reaction is a generalized systemic reaction, which may be life-threatening, resulting from the administration of foreign substances or drugs, from the digestion of foods, or from the sting of an insect.

Medication: EPI-PEN

Signs/Symptoms to Watch For:

1. Student may have itchy or scratchy feeling in throat and /or ears. Whites of eyes may be reddened. Eyes may show signs of swelling.
2. **Coughing, wheezing, and difficulty breathing. May use chest and neck muscles to assist with breathing. May have flaring of nostrils.**
3. Drooling or difficulty swallowing (unable to swallow normally). Hoarse voice or change in voice.
4. May have facial pallor or blueness around the mouth.
5. Student may become apprehensive, withdrawn or not be able to verbalize what is happening. **May lose consciousness.**

Intervention:

1. *****CALL 911 IMMEDIATELY*****
2. **Administer EPI-PEN: Remove Epi-Pen from plastic container. Pull off gray safety cap. Place black tip of Epi-Pen on lateral thigh area and push hard. Hold Epi-Pen in place for 10 seconds. Document time Epi-Pen was administered.**
3. If **Second Epi-Pen** has been prescribed and student has shown little relief from above stated symptoms, administer second Epi-Pen.
4. Insure an adequate airway. Perform **CPR** if needed.
5. Monitor vital signs and symptoms. Reassure student and keep student comfortable.
6. Notify Parent or Legal Guardian. Notify District Nurse.

STUDENT MUST ALWAYS BE TRANSPORTED TO THE HOSPITAL

Emergency Guidelines for Students With Disabilities

Definition of Terms

Disabled—refers to a temporary or permanent disability that would delay or impede the ability of an individual to evacuate a building in an emergency (such as, but not limited to, individuals requiring the use of a wheelchair, cane, crutches, prosthetic device, or those with sensory impairments).

Areas of Rescue Assistance—an area which has direct access to an exit, where people who are unable to use stairs may remain temporarily in safety to await further instruction or assistance during emergency evacuation.

Actions to Take Prior to Emergency Situations

Organize Evacuation Committee for the Disabled—identify your school team charged with developing your site-specific emergency evacuation plan for students, employees, and/or visitors with disabilities. This team must include at least one building administrator. Other suggested team members include:

- Employees with disabilities;
- Students with disabilities and/or their parents; and
- Staff members trained and/or experienced in working with individuals with disabilities such as:
 - School nurse;
 - Physical therapist;
 - Special education teacher; and
 - Guidance counselor;
- Teachers;
- Clerical staff members;
- Students (secondary schools);
- Building service workers; and
- Any staff members trained as an EMT or firefighter.

Establish Plan for Safe Evacuation of All Disabled Individuals—this team will devise a plan to safely and effectively evacuate all disabled individuals and escort/transport these individuals to the designated Assembly Area.

Actions to Take During Emergency Situations

When safe, those in charge will evacuate all individuals with disabilities from the buildings and insure their safe arrival at the designated Assembly Area. Upon arrival at the Assembly Area, those in charge will complete and forward the standard reporting form (Accountability Report Form) to the Command Center. Those in charge will stay with the disabled individuals attending to their needs and keep the Command Center updated of any changes in the personnel or status of any individual with a disability.