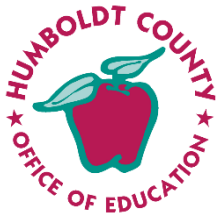


Glen Paul School

2023-2024 Comprehensive School Safety Plan



**Humboldt County
Office of Education**

Contents

- Section 1 – Introduction..... 1
 - Preface 2
 - Glen Paul School CSSP..... 3
 - School Stakeholders 3
 - Law Enforcement, Fire Department, Emergency Response..... 3
 - Vision Statement 4
 - Mission Statement 4
 - Minutes 5
- Section 2 – Policies and Procedures..... 6
 - Mandatory Child Abuse Reporting – SP 4112.9..... 7
 - Suspected Child Abuse Reporting Procedures 7
 - Suspected Child Abuse Report Form (BCIA 8572) 8
 - Suspension And Expulsion/Due Process - BP 5144.1 10
 - Suspension And Expulsion/Due Process - AR 5144.1 14
 - Discipline – Exclusions & Exemptions – BP 5144.2..... 34
 - Employee Security and Protection – SP 4158..... 35
 - Notify Teachers of Dangerous Students -..... 35
 - Nondiscrimination – BP 0410 39
 - In Office Of Education Programs And Activities 39
 - Nondiscrimination/Harassment – BP 5145.3 41
 - Nondiscrimination/Harassment – AR 5145.3 43
 - Sexual Harassment – BP 5145.7 49
 - Sexual Harassment – AR 5145.7 52
 - Safety – BP 5142 56
 - Procedures for Safe Ingress and Egress..... 56
 - Safe Routes to School Task Force/HCOE Partnership..... 58
 - Student Conduct – BP 5131 59
 - Student Conduct: Community Schools – AR 5131..... 60
 - Discipline – BP 5144..... 62
 - Discipline – AR 5144..... 64
 - Bullying – BP 5131.3..... 66
 - Bullying – AR 5131.3 67
 - Positive Behavioral Interventions and Supports (PBIS) 71
 - Dangerous, Violent, Or Unlawful Activities 72
 - Assessment and Response Procedures 72
 - Opioid Overdose Protocol – Melanie’s Law..... 73

Student Overdose or Possible Overdose Protocol	73
Student Overdose or Possible Overdose Procedures (The 4 Rs).....	74
Narcan/Naloxone on School Sites:.....	75
Individualized Safety Plans	76
Our School’s Individualized Plans.....	76
Drills, Training, and Exercises	77
Student Safety – Drills, Training,and Exercises.....	77
Emergency Operations Plan – Excerpted	78
Functional Annex	79
Accounting for all Persons	80
Attendance Records	80
Crisis or Incident Accounting.....	80
Assembly Areas	80
Student Release.....	80
Communications	82
Purpose	82
Scope	82
Activation	82
Key Tasks/Responsibilities.....	82
Internal Communications	83
Activation	83
Concept of Operations	83
Continuity of Operations (COOP).....	85
General	85
Scope	85
Responsibilities.....	85
Evacuation.....	87
General	87
Concept of Operations	87
Evacuation Procedures.....	87
On-Site Evacuation	88
Off-Site Evacuation.....	88
Evacuating Students with Disabilities.....	88
Preparation and Planning.....	89
Lockdown (Deny Entry or Closing).....	91
General	91
Instructions.....	91
Public, Medical, and Mental Health.....	92
General	92
Public Health	92
Medical Health	92

Mental Health.....	93
Public Safety and Security.....	94
Purpose	94
Scope	94
Key Tasks/Responsibilities.....	94
Concept of Operations	95
Recovery	96
General	96
Before – Action Items.....	96
During – Action Items.....	96
After – Action Items	98
Resources	98
Reunification	99
General	99
Reunification Procedures	99
Traffic Control.....	99
Maintaining the Procedures.....	100
Shelter-in-Place.....	101
General	101
Description of Action.....	101
Situational Awareness	102
Overview	102
Prepare	103
Field Protocol	103
Disaster Service Worker	103
Special Needs Population	104
Planning Needs and Assumptions	104
Hazard/Threat Annex.....	105
Hazard-Threat Assessment	106
HTAS Report	107
Active Assailant.....	108
Purpose	108
Situation and Assumptions.....	108
Continuity of Operations (Annex Specific)	108
Organization and Assignment of Responsibilities	108
Plan Development	108
Authorities and References.....	108
Incident Command Actions	110
Cyber Threat or Attack.....	116
Purpose	116
Situation and Assumptions.....	116

Organization and Assignment of Responsibilities	118
Glossary of Terms	118
Incident Command Actions	119
Authorities and References	121
Earthquake	122
Duck, Cover, and Hold	122
Description of Action	122
Procedures	122
During Non-Operating Hours	123
Extreme Heat and Unhealthy Air Quality	124
Purpose	124
Actions	124
District Activities and What To Do During Extreme Heat Conditions	124
Fire - Structural	125
Procedure	125
Fire – Forest, Wildfire, or Urban Interface	126
General	126
Fire in Surrounding Area	126
Incident Command Actions	126
Infectious Disease	129
Purpose	129
Disease Sources	129
Rate of Spread	130
Situation and Assumptions	130
Concept of Operations	131
Continuity of Operations (Annex Specific)	132
Important Notice	132
Organization and Assignment of Responsibilities	133
Plan Development	133
Authorities and References	133
Incident Command Actions	134
COVID-19 Specific Guidance	136
Historical Information	141
Power and Utility Failure	144
Protect Students And Staff During A Power Outage	144
Electrical Systems	144
Backup Supplies and Other Resources	144
Survive During	145
Power Restoration	145
Severe Weather	146
Purpose	146
Situation and Assumptions	146

Continuity of Operations (Annex Specific)	147
Organization and Assignment of Responsibilities	147
Plan Development	147
Authorities and References	147
Incident Command Actions	147
Tsunami.....	149
Purpose	149
Situation and Assumptions.....	149
Continuity of Operations (Annex Specific)	151
Organization and Assignment of Responsibilities	151
Plan Development	151
Authorities and References	151
Incident Command Actions	152
Tsunami Warnings.....	153
Inundation and Evacuation Maps - Del Norte County.....	154
Humboldt County	158
Tsunami Natural Warning Signs	165
List of Historic Tsunamis in California	167
Section 3 – Data Analysis	172
School Performance Overview Dashboard.....	173
School Performance Overview – 2023	173
School Performance Overview – 2022	173
School Performance Overview – 2021	173
Student Population – 2023.....	174
Student Population – 2022.....	174
Student Population – 2021.....	174
Academic Performance – 2023	175
Academic Performance – 2022	175
Academic Performance – 2021	175
Academic Engagement – 2023	176
Academic Engagement – 2022	176
Academic Engagement – 2021	176
Conditions and Climate – 2023	177
Conditons and Climate – 2022	177
Conditons and Climate – 2021	177
Suspension/Expulsion Data	178
Suspension Rate	178
Expulsion Rate	179
Drills, Training, and Exercises – Conducted	180
Fire Drills.....	180
Earthquake Drills (Duck, Cover, Hold)	180
Lockdown Drills	180

Evacuation	180
Multi-Option Drills.....	180
Section 4 – Action Plan	181
Action Plan	182
Areas of Pride/Accomplishments	182
Findings & Desired Improvements	182
Priorities/Goals.....	182
Overall Strategies for the 2023/2024 School Year	182

Section 1 – Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Humboldt County Office of Education located at 901 Myrtle Avenue, Eureka, California 95501. For questions regarding this plan please call 707-445-7000.

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

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

Glen Paul School CSSP

School Stakeholders

- **Teachers:** Rosa Villa
- **Counselors:** Chris Hill
- **Support Staff:** Ron Murphy, Jean Selden
- **Administrators:** Damon Collier
- **Classified:** Jean Selden, Ron Murphy
- **Parents:** Clay Carver

Law Enforcement, Fire Department, Emergency Response

- **Sheriff, Police:** William F. Honsal, Sherriff, Humboldt County Sheriff
- **Fire Department:** Sean Robertson, Fire Chief, Humboldt Bay Fire

Vision Statement

The primary goal of the Glen Paul School and regional SDCs is to provide a safe place for students to access educational opportunities, which maximize their strengths and allow them to gain independence at home, at school, in the community and in future job placements

Mission Statement

The Glen Paul School and the regional SDC philosophy/mission is to provide a stimulating, functional curriculum based on success and personal dignity in a safe, supportive environment. Enhancing social, safety and behavioral skills continues to be a primary focus for students throughout the year.

Minutes

Section 2 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document. Code and Legal References have been removed. For access to documents in their original and approved form please contact the Humboldt County Office of Education located at 901 Myrtle Avenue, Eureka, California 95501. For questions regarding this plan please call 707-445-7000.

Mandatory Child Abuse Reporting – SP 4112.9

Suspected Child Abuse Reporting Procedures

Signed Statements

By law, it is the responsibility of school employees who suspect child abuse or neglect to report their suspicions to the proper authorities.

Prior to employment, persons who are hired into a position designated as a MANDATED REPORTER shall sign a statement to the effect that the employee knows of the legal requirement to report known or suspected instances of child abuse or neglect and is prepared to comply with this provision.

Mandated Reporter means school staff who are required to report cases of suspected child abuse or neglect including, but not limited to, the following: administrator, teacher, instructional aide, nurse, psychologist, secretary/clerk, vocational technician, or any classified employee of the Office of Education whose duties bring the employee into contact with children on a regular basis.

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

Policy Humboldt County Office of Education

Adopted: October 16, 1991 Eureka, California

Revised: January 14, 2009

Suspected Child Abuse Report Form (BCIA 8572)



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

DEPARTMENT OF JUSTICE
 Page 1 of 2

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

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

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

CASE NAME: _____

CASE NUMBER: _____

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

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



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

DEPARTMENT OF JUSTICE
 Page 2 of 2

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

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

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (continued)

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

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

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

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

V. DISTRIBUTION

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

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

ETHNICITY CODES

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

Suspension And Expulsion/Due Process - BP 5144.1

The Board of Education 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 discipline a student or suspend or expel a student from classroom instruction.

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

Except for single acts of a grave nature or offenses for which suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any Office of Education school, regardless of when it occurs, including, but not limited to:

- 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

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

The Board finds that it has a fundamental responsibility under the law to act as the board of appeal for students expelled from public schools in Humboldt County. Because this responsibility may be in conflict with its authority to expel students from its own schools, the Board delegates to the Superintendent the authority to act on its behalf for the purpose of expelling a student enrolled in a Humboldt County Office of Education school or program.

Appropriate Use of Suspension and Expulsion

Except when a student commits an act that violates Education Code 48900(a)-(e) or his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

Except when a student commits an act listed in Education Code 48915(c), the Principal or designee shall have the discretion to determine whether to expel the student. To correct the behavior of any student who is subject to discipline, the Principal or designee shall, to the

extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline.

Office of Education staff shall not suspend any student for disruption or willful defiance, unless the suspension is warranted by documented repetitive behavior of the student or the disruption or willful defiance occurred in conjunction with another violation for which the student may be suspended.

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Teachers reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and his/her parents/guardians and to improve classroom behavior.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school by mail or other means that maintains confidentiality of the student's records. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get certain release time from work.

Administrative regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

Parents/guardians shall be notified of this policy prior to its implementation.

Authority to Expel

As required by law, the Principal shall recommend expulsion and the Superintendent 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 grounds.

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certified school employee, with the principal or designee’s concurrence.
2. Selling or otherwise furnishing a firearm.
3. Brandishing a knife at another person.
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4.
6. Possessing an explosive as defined in 18 USC 921.

For all other violations listed in Education Code, the Principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Superintendent shall order the student expelled only if it makes a finding of either or both of the following:

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.

No student shall be expelled for disruption or willful defiance.

Decision not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Superintendent pursuant to the requirements of law and administrative regulation.

Maintenance and Monitoring of Outcome Data

The Principal or designee shall annually present to the Board a report of the outcome data which the Office of Education is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Policy Humboldt County Office Of Education

Adopted: July 7, 1999 Eureka, California

Revised: March 9, 2016

Suspension And Expulsion/Due Process - AR 5144.1

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, “suspension” does not mean any of the following:

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. Removal from a particular class shall 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.

Day means a calendar day unless otherwise specifically provided.

School day means a day upon which the schools of the Office of Education are in session or weekdays during the summer recess.

Student includes a student’s parent/guardian or legal counsel.

Principal’s designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal’s primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal’s office.

School Property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases.

Notice of Regulations

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

Grounds for Suspension and Expulsion

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or a better, a crime of physical violence in which the victim suffered great or serious bodily injury.
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.
3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. Possessed or used electronic cigarettes, electronic hookahs, or other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm, i.e., 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.

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
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.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in, or attempted to engage in, hazing.

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.
17. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel.

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 in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying includes one or more acts by a student or group of students that constitute sexual harassment pursuant to Education Code 48900.2, as defined in item #20 below; hate violence pursuant to Education Code 48900.3, as defined in item #21 below; or harassment, threats, or intimidation pursuant to Education Code 48900.4, as defined in item #22 below.

Electronic act means the transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, video, image, cyber sexual bullying, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Cyber Sexual Bullying means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or school person by means of an electronic act with the intent to bully as described in BP 5131.3. A photo or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.

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.

18. Made terrorist threats against school officials and/or school property.

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 it out.

19. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31.

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

20. Committed sexual harassment as defined in Education Code 212.5.

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.

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

Hate violence means any crime committed by force or threat of force against a person or property of another for the purpose of injuring or intimidating a victim, interfering with that person's free exercise or enjoyment of any right secured to him or her by the Constitution or laws of the state or by the laws or Constitution of the United States in whole or in part because of one or more of the following actual or perceived characteristics of the victim: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

22. Intentionally harassed, threatened or intimidated a student or group of students or school personnel to the extent of having the actual and reasonably expected effect of

materially disrupting classwork, creating substantial disorder, and invading student or school personnel rights by creating an intimidating or hostile educational environment.

Removal from Class by a Teacher/Parental Attendance

A teacher may suspend any student from class for the remainder of the day and the following day for any acts #1-19 listed in “Grounds for Suspension and Expulsion” above, or for disruption or willful defiance at any grade level.

A teacher also may refer a student to the principal or designee for consideration of suspension from school.

When removing a student from class, the teacher shall immediately report this action to the principal and send the student to the principal for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which the student has been removed.

As soon as possible, the teacher shall ask the student’s parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator may attend if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal.

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, they may be placed in any other regular classes except those held at the same time as the class from which the student was removed.

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal.

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in their child’s classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian’s attendance is requested pursuant to law.

This notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

1. Inform the parent/guardian when their presence is expected and by what means they may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, they may ride the school bus with the student

3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1
4. Ask the parent/guardian to contact the school if there are reasonable factors that would prevent them from complying with the attendance requirement

Suspension by Superintendent, Principal or Principal's Designee

The Principal or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board Policy under "Authority to Expel" and for which they required to recommend expulsion.

Suspension also may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated items #1-5 listed in

"Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons.

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 in the student.

When other means of correcting a student's behavior are implemented prior to imposing suspension upon the student, including supervised suspension, the

Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record.

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion.

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

A special education student may be suspended from school for not more than 10 cumulative school days in any school year.

The Office of Education 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.

Due Process Procedures for Suspension

Suspensions shall be initiated according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the 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 and the evidence against them; the student shall be given the opportunity to present their version and evidence in support of his/her defense.

This conference may be omitted if the principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives their right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior.

A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/ guardian shall be notified in writing of the suspension.

This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter.

While the parent/guardian is required to respond without delay to a request for a conference about a student’s behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

5. Extension of Suspension: If the Superintendent 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 principal or designee may, in writing, extend the suspension until such time as the Superintendent has made a decision.

- a. Any extension of the original period of suspension shall be 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. Extension of the suspension may be made only if the Principal 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, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and representative of the appropriate county child welfare agency to attend the meeting.
- d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the office liaison for homeless students.

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 their behavior and keep them in school.

On-Campus Suspension

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

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 in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing.

Authority to Expel

As authorized by the Board, a student may be expelled only by the Superintendent. The Superintendent shall expel, as required by law, any student found to have committed certain offenses listed below under “Mandatory Recommendation and Mandatory Expulsion.”

The Superintendent may also order a student expelled for any of the acts listed above under “Grounds for Suspension and Expulsion” upon recommendation by the principal, hearing officer or administrative panel, based on finding either or both of the following:

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.

Recommendation for Expulsion

Unless the principal or designee finds that expulsion is inappropriate due to particular circumstances, the principal or designee shall recommend to the

Superintendent a student’s expulsion for any of the following acts:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive 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 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student’s possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

Mandatory Recommendation and Mandatory Expulsion

The principal or designee shall recommend that the Superintendent expel any student found at school or at a school activity to be:

1. Possessing, as verified by an Office of Education employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee’s concurrence.

However, possession of an imitation firearm, as defined in Education Code 48900(m) shall not be regarded as an offense requiring mandatory recommendation for expulsion and mandatory expulsion.

2. Brandishing a knife as defined in Education Code 48915(g) 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 or committing a sexual battery as defined in item #14 under “Grounds for Suspension and Expulsion” above.
5. Possessing an explosive as defined in 18 USC 921 (see definition of explosive under Suspension by Superintendent, Principal or Principal’s Designee, Item #5 above).

Upon finding that the student committed any of the above acts, the Superintendent shall expel the student.

Student’s Right to Expulsion Hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

The student is entitled to 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 superintendent’s discretion.

If the Superintendent finds it impractical to comply with these time requirements for conducting an expulsion hearing, the Principal 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.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

Stipulated Expulsion

After a determination that one of the grounds listed above under “Grounds for Suspension and Expulsion” has occurred, the Superintendent, principal, or designee shall offer the student and parent/guardian the option to waive a hearing and stipulate to the expulsion. The stipulation agreement shall be in writing and shall be signed by the student and parent/guardian.

The stipulation agreement shall include notice of all the rights that the student is waiving, including waiving the right to have a full hearing to appeal the expulsion to the County Board of Education and to consult legal counsel.

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.

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 Office of Education’s suspension and expulsion policy and regulation and shall advise the witness of the right to:

1. Receive five days’ notice of the scheduled testimony at the hearing.
2. Have up to two adult support persons present in 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.

Written Notice of the Expulsion Hearing

Written notice of the 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:

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 Office of Education’s 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 Office of Education 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 to employ and be represented by legal counsel or by a nonattorney advisor. 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 advisor 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 and Homeless Students

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call.

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the office liaison for homeless students at least 10 days prior to the hearing

Conduct of Expulsion Hearing

A hearing conducted by the Superintendent, a hearing officer or administrative panel shall conform to the following procedures.

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Superintendent, hearing officer or hearing panel 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 request is made, the meeting shall be public unless another student's privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, Superintendent/hearing officer/hearing panel may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Superintendent/hearing officer/hearing panel admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session.

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 have testimony heard 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 videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television.

2. 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.
3. 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 the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20.

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.

If the Superintendent determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below.

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, 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 Superintendent to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Findings of fact shall be based solely on the evidence at the hearing. While no evidence 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.

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.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student:
 - 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 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 according to 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 Office of Education shall provide a non-threatening environment.
 - 1) A room separate from the hearing room shall be provided for the use of the complaining witness before and during breaks in testimony.
 - 2) 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 he/she may leave the hearing room.
 - 3) 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 the hours they are normally in school, if there is no good cause to take the testimony during other hours.
 - (c) Permit one of the support persons to accompany complaining witness to the witness stand.
6. Decision: The Superintendent’s decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed.

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing themselves, the Superintendent may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Superintendent may appoint an impartial administrative panel composed of three or more certificated administrative personnel, none of

whom shall be members of the Board of Education or on the staff of the Humboldt County Office of Education.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Superintendent as specified above in “Conduct of Expulsion Hearing,” including the requirement to issue its decision within 40 school days of the student’s removal from school, unless the student requests that the decision be postponed.

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Superintendent. If expulsion is not recommended, the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a

rehabilitation program, or any combination of these programs after consulting with Office of Education staff, including the student’s teachers and with the student’s parent/guardian. The decision to not recommend expulsion shall be final.

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Superintendent. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Superintendent 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 Superintendent may order.

If a hearing officer or administrative panel is not used, the decision on whether to expel a student shall be made by the Superintendent within 10 school days after the conclusion of the hearing, unless the student requests in writing that

the decision be postponed. If a hearing officer or administrative panel is used, the Superintendent shall make his/her decision about the student’s expulsion within 40 school days after the date of the student’s removal from school unless the student requests in writing that the decision be postponed.

In accordance with Board policy, the Superintendent, hearing officer or administrative panel may recommend that the enforcement of the expulsion be suspended. (See “Decision Not to Enforce Expulsion Order below.”)

Final Action

Whether the expulsion hearing is conducted in closed or public session by a hearing officer or an administrative panel, the final action to expel shall be announced by the Superintendent at a public meeting of the Board.

If the Superintendent conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Superintendent shall set a date when the student shall be reviewed for readmission to school. For a student expelled for an act listed under “Mandatory Recommendation and Mandatory Expulsion” above, this date shall be one year from the date the expulsion occurred, except that the Superintendent 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, the superintendent 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 in which the expulsion occurred.

At the time of the expulsion order, the Superintendent shall recommend a plan for the student’s rehabilitation, which may include:

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

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

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.”
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian.
3. Notice of the right to appeal the expulsion to the County Board of Education.
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion.
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 Humboldt County Office of Education, pursuant to Education Code 48915.1.

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, the Superintendent 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 his/her willingness to follow a rehabilitation program.

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

1. The Superintendent 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 Superintendent’s determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Superintendent if the student commits any of the acts listed under “Grounds for Suspension and Expulsion” above or violates any of the Office of Education’s rules and regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
5. Upon satisfactory completion of the rehabilitation assignment, the Superintendent shall reinstate the student in an appropriate school program. Upon reinstatement, the Superintendent may order the expunging of any or all records of the expulsion proceedings.
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 also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education, 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 his/her status with the expelling district, pursuant to Education Code 48915.1(b).
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 of Education.

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Superintendent’s decision to the County Board of Education. The appeal must be filed within 30 days of the Superintendent’s

decision to expel, even if the expulsion action is suspended and the student is placed on probation.

The student or parent/guardian shall submit a written request for a copy of the written transcripts and supporting documents from the school simultaneously with the filing of the notice of appeal with the County Board. The Office of Education shall provide the student with these documents within 10 school days following the student's written request.

Placement During Expulsion

The Superintendent shall refer expelled students to a program of study that is:

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 such a site.
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 acts described in items #6-13 and #19-21 under Grounds for Suspension and Expulsion 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.

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.

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Superintendent when he/she ordered the expulsion, the Principal or designee shall consider readmission of the student.
2. The principal or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the principal or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The principal or designee shall transmit to the Superintendent his/her recommendation regarding readmission.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the decision regarding readmission.
5. The Superintendent may deny readmission only if he/she 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 Office of Education students or employees.

6. If the Superintendent denies the readmission of a student, the Superintendent 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.
7. The Superintendent shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the program from which the student was expelled. This notice shall indicate the Superintendent's determination of the educational program which the Superintendent 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 facility, enrollment in a juvenile school, or other such contact with the juvenile justice system.

Maintenance of Records

The Superintendent shall maintain a record of each suspension and expulsion, including the specific cause of the expulsion. The expulsion record 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.

The Superintendent or designee shall, within five working days, honor any district's or county office of education's request for information about an expulsion from an Office of Education school or program.

Notifications 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.

The principal or designee also 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 possession, sale or furnishment of weapons, firearms or explosives or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10.

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county 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.

Discipline – Exclusions & Exemptions – BP 5144.2

The Superintendent of schools or designee shall approve an exclusion or exemption only upon the documentation of severe physical disability, mental disability or the recommendation of a screening committee that a pupil's behavior is inimical to classmates and makes attendance inadvisable.

The screening committee shall include the Superintendent, an Office of Education psychologist and other members as determined by the Superintendent/designee.

Criteria to be considered by the screening committee shall include the pupil's age, educational needs, capacity of family to plan for the pupil's educational, physical and emotional needs, and the family's need for school personnel in securing community resources to cope with the pupil's problems.

Screening committee recommendations shall document the physical or mental condition involved and propose conditions under which the Superintendent/designee might consider readmission.

The Superintendent or designee and other school personnel shall work with the responsible parent or guardian on a day-to-day basis in an attempt to remedy the condition necessitating exemption.

The terms of all exclusions shall include a date for reconsideration not more than three months from the effective date of the exclusion order.

The Superintendent/designee shall cause a notice of hearing to be delivered to the responsible parent or guardian at least ten days before the hearing, which shall be tape recorded.

Following the hearing, the Superintendent/designee shall cause a notice of decision to be delivered to the responsible parent or guardian.

All notices shall be delivered either by school personnel or via U.S. certified mail, return receipt requested.

Policy Humboldt County Office Of Education

Adopted: December 16, 1987 Eureka, California

Revised: June 8, 2011

Employee Security and Protection – SP 4158

Notify Teachers of Dangerous Students -

An employee may use reasonable force as is necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within control of a pupil.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

Duty to report instances of attack, assault or threat by a pupil

Employees shall immediately report instances of attack, assault or threat against them by any pupil to their principal or other immediate supervisor, and also to the appropriate local law enforcement agency. The report shall be forwarded immediately to the Superintendent or designee, who shall comply with any reasonable request from the employee for information in the possession of the Superintendent relating to the incident or the persons involved, and shall act in appropriate ways as liaison between the employee, the police, and the courts.

It is the duty of any employee who is attacked, assaulted or menaced by any pupil, and of the employee's supervisor, to report the incident to local law enforcement officials even if it has been reported to Office of Education superiors. Failure by the employee and the principal/supervisor to make such a report is a misdemeanor, and it is also a misdemeanor for any person to inhibit or impede the filing of the report.

Persons in Possession of Injurious Objects on School Grounds or at School- sponsored Activities

Employees shall take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure. School employees who notify law enforcement regarding

students or adults who are in possession of injurious objects while on school grounds or under the jurisdiction of school personnel are immune from prosecution. (Education Code 49334)

Assurances

If criminal or civil proceedings are brought against an employee alleging that the employee committed an assault in connection with his/her employment, such employee may request the Office of Education to furnish legal counsel to defend the employee in any civil action or proceeding brought against the employee, within the limits set by law.

The Office of Education shall reimburse an employee for the cost of medical, surgical or hospital services (less the amount of any insurance reimbursement) incurred as the result of any injury sustained in the course of his/her employment.

An employee whose person or property is injured or damaged by willful misconduct of a student may request the Office of Education to pursue legal action against the student or the student's parent/guardian.

Confidential Student Information

The Superintendent or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury that requires professional medical treatment. This information shall be based upon written office records or records received from a law enforcement agency.

Teachers shall receive the above information in confidence and disseminate it no further. Teachers may be subject to discipline for divulging such information to persons who are not entitled to it.

The Superintendent or designee shall maintain the above information in a separate confidential file for each student. This file shall be kept at the school which the student attends. The principal or designee shall notify the teacher in writing when such a student is assigned to this/her class/program and ask the teacher to review the student's file in the school office. This notification shall not name or otherwise identify the student.

The principal or designee shall keep a record of the above notification. Teachers who will be notified are those who are likely to come into contact with the student, including the student's homeroom or classroom teachers, special education teachers, coaches and counselors.

The teacher shall initial the student's file when reviewing it in the school office. A teacher's failure to review the file may be construed as a waiver of the district's liability.

When informed that a student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed a crime specified in Welfare and Institutions Code 828.1, the Superintendent or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. The Superintendent or designee shall consult with the principal of the school which the student attends in order to identify staff that should be so informed.

The Superintendent or designee shall ensure that staff members understand that they are receiving such information in confidence and must disseminate it no further.

Policy Humboldt County Office Of Education

Adopted: October 21, 1987

Reviewed: October 2, 1991

Revised: January 14, 2009

Nondiscrimination – BP 0410

In Office Of Education Programs And Activities

(Includes Hate Crime Reporting)

The Humboldt County Board of Education is committed to equal opportunity for all individuals in education. Humboldt County Office of Education programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, physical or mental disability, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

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

Annually, the Superintendent or designee shall review Office of Education programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing programs and activities, including the use of facilities. Prompt, reasonable actions shall be taken to remove any identified barrier.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the Office of Education's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

The Office of Education's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand and, when required by law, in a language other than English.

Access for Individuals with Disabilities

Office of Education programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

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

Policy HUMBOLDT COUNTY OFFICE OF EDUCATION

Adopted: February 13, 2013 Eureka, California

Revised: July 11, 2018

Nondiscrimination/Harassment – BP 5145.3

The Board of Education and Superintendent desire to provide a safe school environment that allows all students equal access and opportunities in academic and other educational support programs, services and activities. Office of Education programs and activities shall be free from discrimination, including harassment, intimidation and bullying, with respect to the actual or perceived ethnic group identification, religion, gender, gender identity, gender expression, color, race, ancestry, national origin, nationality, immigration status ethnicity, ethnic group identification, and physical or mental disability, age, religion, marital or parental status, sex or sexual orientation, gender, gender identification, gender expression; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within an Office of Education program.

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above. Discrimination also includes the creation of a hostile environment when the prohibited conduct is so severe, persistent, and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

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

The Board and Superintendent also prohibit any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Board of Education and Superintendent shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The Board prohibits discrimination, harassment, intimidation, retaliation, and bullying of any student by any employee, student or other person in the Office of Education. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who engage in discrimination, harassment, intimidation, bullying or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include counseling, up to and including suspension and/or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

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

In providing instruction, guidance, supervision, or other services to students, employees and volunteers shall carefully guard against segregating or stereotyping students.

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

Policy HUMBOLDT COUNTY OFFICE OF EDUCATION

Adopted: December 16, 1987 Eureka, CA 95501

Revised: July 11, 2018

Nondiscrimination/Harassment – AR 5145.3

The Board hereby designates the following position(s) as coordinator(s) for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying and to answer inquiries regarding the Office of Education’s nondiscrimination policies:

Assistant Superintendent of Educational Services Humboldt County Office of Education
901 Myrtle Avenue
Eureka, CA 95501
(707) 445-7030

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

1. Provide to students, employees, volunteers, and parents/guardians age- appropriate training and information regarding the nondiscrimination policy; what constitutes prohibited discrimination, harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender- nonconforming students.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
3. Annually notify all students and parents/guardians of the nondiscrimination policy and of the opportunity to inform the coordinator whenever a student’s participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student’s religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the coordinator shall meet with the student and/or parent/guardian to determine how best to accommodate the student. The notice shall inform students and parent/guardians that the Office of Education will not typically notify them of individual instances of transgender students participating in a program or activity.
4. Publicize the nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the Humboldt County Office of Education website and other locations that are easily accessible to students.
5. Ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified how to access the

relevant information provided in the nondiscrimination/harassment policy and related complaint procedures, notices, and forms in a language they can understand.

When 15% or more of a school's students speak a single primary language other than English, translate the nondiscrimination policy, related complaint procedures, and all forms and notices for use in the complaint process into that other language. In all other cases, meaningful access to all relevant information for parents/guardians with limited English proficiency will be ensured.

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

Enforcement of 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 and how to respond.
3. Disseminating and/or summarizing the Office of Education's policy and regulation regarding unlawful discrimination.
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community.
5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, retaliation, or bullying should immediately contact either the nondiscrimination coordinator or the principal or designee. In addition, any student who observes any such incident should report the incident to the coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, retaliation, or bullying or to whom an incident is reported shall report the incident to the coordinator or principal, whether or not the victim files a complaint. In addition, any school employee who witnesses an incident of discrimination shall immediately intervene to stop the incident when safe to do so.

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.4 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

If a situation involving discrimination, harassment, intimidation, retaliation, or bullying is not promptly remedied by the nondiscrimination coordinator, principal or designee, a complaint may be filed with the Superintendent of Schools who shall determine which complaint procedure is appropriate.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying the coordinator shall immediately investigate the complaint in accordance with the grievance procedures specified in AR 1213.3 Uniform Complaint Procedures.

Transgender and Gender-nonconforming Students

Gender identity means a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

Gender expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned sex at birth.

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

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

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

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act 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 are prohibited under state and federal law. Examples of types of conduct which are prohibited 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 his/her gender identity

2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender- nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The uniform complaint procedures (AR 1312.4) shall be used to report and resolve complaints alleging discrimination against transgender and gender- nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the Office of Education of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, each situation shall be addressed on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the Office of Education will only disclose the information to others with the student's prior consent, except when the disclosure is otherwise required by law or is necessary to preserve the student's physical or mental well-being. Any Office of Education employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the coordinator for Nondiscrimination. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to law or policy, and shall inform the student that it may be impossible to accommodate the student's needs related to his/her status as a transgender or gender- nonconforming student. Support services, such as counseling, will be offered to students who wish to inform their parents/guardians of their status and desire assistance in doing so. If the student permits the employee to notify the coordinator, the employee shall do so within three school days.

As appropriate, given the physical, emotional, and other significant risks to the student, the coordinator shall discuss with the student any need to disclose the student's

transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. Any decision to disclose the student's status to others shall be based on the student's best interest.

2. **Determining a Student's Gender Identity:** The coordinator shall accept the student's assertion unless school personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the coordinator shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.
3. **Addressing a Student's Transition Needs:** The coordinator shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the coordinator shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. **Accessibility to Sex-segregated Facilities, Programs, and Activities:** The school site may maintain sex-segregated facilities, such as restrooms, and sex-segregated programs and activities, such as physical education classes. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the Office of Education shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, or access to a staff member's office. However, the Office shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, and field trips. However, a student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the program shall use the student's preferred name and pronouns consistent with his/her gender identity on all other school-related documents.
6. Names and Pronouns: If a student so chooses, school personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official school record. However, inadvertent slips or honest mistakes by personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying policy.
7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

Regulation Humboldt County Office Of Education

Updated: July 11, 2018 Eureka, CA 95501

Sexual Harassment – BP 5145.7

The Board of Education is committed to maintaining an educational environment that is free from harassment. Sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities is prohibited. Sexual harassment is considered to be a major offense which may result in disciplinary action up to and including suspension/expulsion of the offending student or dismissal of the offending employee.

The Board of Education also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

Complaint Process/Employee Duty to Report

Any student who feels that he/she is being or has been subjected to sexual harassment on school grounds or at a school-sponsored or school-related activity by another student or adult shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall immediately report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Assistant Superintendent or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with law and procedures specified in Administrative Regulation (AR) 1312.4 Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.4 and where to obtain a copy of the procedures.

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

Disciplinary Measures

Any student who engages in sexual harassment or sexual violence of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action, which may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

Instruction/Information

The Principal shall ensure that all students enrolled in Office of Education schools receive age-appropriate instruction and 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 include sexual violence.
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. A clear message that student safety is the Office of Education'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. Information about the procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
6. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

At the beginning of the school year, or upon enrollment, parents/guardians shall be provided with a copy of this policy and administrative regulation.

Confidentiality and Recordkeeping

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

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

Policy Humboldt County Office of Education

Adopted: December 8, 2004 Eureka, California

Revised: December 10, 2014

Sexual Harassment – AR 5145.7

The Board designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under Administrative Regulation (AR) 1312.4—Uniform Complaint Procedures. The compliance officer may be contacted at:

Deputy Superintendent
Humboldt County Office of Education 901 Myrtle Avenue
Eureka, CA 95501
(707) 445-7030

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when made on the basis of sex and under any of the following conditions:

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 Office of Education program or activity.

Types of conduct which are prohibited and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions.
2. 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, e-mails, 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-gender class.
7. Massaging, grabbing, fondling, stroking or brushing the body.

8. Touching an individual's body or clothes in a sexual way.
9. Purposefully cornering or blocking normal 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.

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, principal, or any other available school employee.

In addition, any school employee who observes an incident of sexual harassment involving a student shall report his/her observation to the principal or compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

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

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the uniform complaint procedures, Board Policy and AR 1312.4.

Confidentiality

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

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

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

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in

accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Investigation of Complaints at School

The principal or designee shall promptly investigate all complaints of sexual harassment in a thorough and confidential manner. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.

Informal Resolution

When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.

Formal Complaints

If the complaining student is unable to communicate directly with the person whose conduct is offensive, or if direct communication has been unavailing, the aggrieved student may file a formal complaint with the principal, compliance officer, or Superintendent.

The complaint should be in writing and submitted in a timely manner following the incident(s) of alleged misconduct. The complaint shall identify the offending person or persons; include reference to specific examples of offensive conduct; and describe any informal efforts made to correct the situation.

The compliance officer or other designee shall have primary responsibility to review the complaint and, as soon as reasonably possible after its receipt, should inform the person who has been accused of harassment about the allegations.

The investigation and a written report shall be completed within 20 workdays unless extenuating circumstances make such a timeline impossible to meet. Additional action, such as disciplinary action, if any is deemed appropriate and warranted, shall be made in an equally responsive manner.

If the compliance officer or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.

Additional Policies and Procedures

The Superintendent or designee shall adopt, and from time to time may revise, further procedures as may be necessary to implement this policy and provide for a means of enforcing this policy. Such further procedures may include the following: staff inservice and student instruction or counseling; communications with parents/guardians regarding sexual harassment policy and possible disciplinary action; an explanation of possible civil proceedings and potential legal consequences of sexual harassment; notifying child protective services.

In addition to taking appropriate disciplinary action against students or employees who are found to have sexually harassed, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Notifications

A copy of Office of Education’s sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year or upon enrollment.
2. Be displayed in a prominent location in the main administrative building and at school sites in locations where notices of Office of Education rules, regulations, procedures and standards of conduct are posted including the website.
3. Be provided as part of any orientation program conducted for new students.
4. Appear in any school or Office of Education publication that sets forth the school's or Office of Education’s comprehensive rules, regulations, procedures and standards of conduct.
5. Be provided to employees and employee organizations.

Regulation Humboldt County Office of Education

Revised: December 10. 2014

Safety – BP 5142

Procedures for Safe Ingress and Egress

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

School staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, school-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district transportation.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

A minor student shall not be permitted to leave school in the custody of a person other than the student's custodial parent/ guardian unless that person has the verified authorization of the legal parent(s)/guardian, or properly authorized law officers acting in accordance with law.

It is the responsibility of the principal or supervising teacher to provide for adequate supervision of playgrounds and other school facilities at all times they are in use by students during the school day or at school-sponsored activities. Special attention should be given to the prevention of accidents and to the development of habits of good citizenship.

The principal should make full use of the cooperative services of local and county organizations which provide safety services, such as fire, law enforcement and disaster preparedness agencies.

Student Identification Cards and Safety Information

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following:

1. The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number
2. The National Domestic Violence Hotline

Missing Children

Consistent efforts to create a safe and secure environment for children and in order to assist in locating missing children, the Board recognizes that all employees must be made aware of the

plight of missing children. Each principal shall be responsible for seeing that information on missing children is posted in the school.

Each school principal should maintain procedures which ensure that each newly enrolled or transferred student is checked to see whether he/she resembles any child listed as missing. School employees are encouraged to review missing children's pictures when a student transfers into the school.

Eye and Hearing Protection Devices

The Superintendent is directed to develop regulations which require that eye protective devices are worn by students, teachers and visitors at any time when they are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The Superintendent or designee may also provide hearing conservation education to teach students ways to protect their hearing.

Policy HUMBOLDT COUNTY OFFICE OF EDUCATION

Adopted: December 16, 1987 Eureka, California

Revised: July 8, 2020

Safe Routes to School Task Force/HCOE Partnership

Safe Routes to School (SRTS) is a program and movement that encourages children to walk or bike to school if safe, and by removing barriers that make it unsafe. Safety concerns vary school by school because no two schools are alike which is why SRTS uses different strategies, such as evaluation, engagement, engineering, education, encouragement, and equity to ensure that all children can get to and from school safely regardless of how they get there.

Walking and bicycling (or rolling by other means) to school provides many benefits. It reduces traffic congestion during arrival and dismissal by reducing car trips. It gives kids the chance to get the daily exercise they need to be healthy. It helps our youth get to know their neighborhoods better, establishes life long safety skills, and studies even show kids who walk or bike to school tend to perform better in school.

Link to our page:

<https://hcoe.org/safe-routes-to-school/>

Student Conduct – BP 5131

The Board of Education believes that all students have the right to a public education environment free from disruptions which interfere with teaching and learning activities. In order to promote an atmosphere conducive to learning, it is imperative that the Board, parents, students, teachers and the administration be cognizant of their responsibilities related to student conduct.

Student conduct shall conform to the standards established by policies adopted by the Board for the school or the student's Individual Education Plan (IEP)/Behavior Plan.

It shall, in addition, be the duty of each student to follow the directions of school personnel, to treat other students courteously, and to refrain from conduct likely to result in injury to other students, personnel or property.

Students shall be properly instructed in the rules and regulations pertaining to acceptable conduct as set by the Board. All students shall comply with the regulations, comply with the course of study and submit to the authority of the teachers and administration of the schools.

Students should have the freedom and be encouraged to express their individuality in any way as long as their conduct does not infringe upon the freedom of other students or interfere with the instructional program.

Students who violate the law or the school rules and regulations may be subject to transfer to alternative programs, discipline, suspension, exclusion or expulsion.

Policy Humboldt County Office Of Education

Adopted: December 16, 1987 Eureka, California

Reviewed: June 8, 2011

Student Conduct: Community Schools – AR 5131

Students enrolled in the Community Schools are expected to respect themselves, others, and the property of others.

The school rules are designed to maintain a safe, secure school environment, where learning is challenging and fun. Students who choose problem behavior will have consequences which may include counseling, behavior notices, parent meetings, service activities, suspension, citation, arrest, or program change.

The following behaviors are violations of the Community School contract and the California Education Code:

Injury to Others

To cause, attempt or threaten to cause physical injury to another student To attack, or physically threaten any employee of the school

To commit or attempt to commit a sexual assault

To make terrorist threats against school officials or school property To harass, threaten, or intimidate anyone at school

To commit sexual harassment

To participate in, attempt or threaten to cause an act of hate violence To disrupt school activities or defy the authority of any school staff To commit an obscene act or use profanity

Weapons

To possess, sell, or otherwise furnish any firearm, knife, explosive, or dangerous object

To possess an imitation weapon

Drugs

To unlawfully possess, use, sell, furnish, or be under the influence of any controlled substance

To offer, arrange, or negotiate to sell any controlled substance To possess, offer, or negotiate to sell any drug paraphernalia

Property of Others

To commit or attempt to commit robbery or extortion

To cause or attempt to cause damage to school property

To steal or attempt to steal school property or private property To set a fire or attempt to set a fire

To knowingly receive stolen property

Valuables

Students are discouraged from bringing valuables to school. Program staff cannot be responsible for their loss or theft.

Disruptive Items

Students are not permitted to use digital media players or other distracting items during school. Staff will remove any items which cause classroom disruption and will contact parents.

Closed Campus

Only students currently enrolled and attending classes are allowed on campus. Students may not leave school at any time during their school day without permission. Students loitering on or around any campus after their normal class time will be asked to leave.

Smoking Policy

Community Schools are tobacco-free schools. Smoking or using any tobacco products is prohibited at school or within 25 feet of a school by California law.

Smoking is also prohibited on all field trips and school-related activities, whether on or off campus, or during or outside of regular school hours. Staff has the right to confiscate tobacco products brought onto school campuses.

Dress Code

Students should wear clothes which are clean and appropriate for a learning environment. Unacceptable clothing includes items which advocate violence; are sexually suggestive; put down any race, ethnic group, or sexual orientation; or promote drugs, alcohol, or cigarettes.

Students may not wear any clothing that is suggestive of gangs or gang colors. Bandanas, hair nets, headgear, or any items perceived to be associated with gangs are not allowed at Community School.

If students are not properly dressed, staff will send students home and contact their parents. Students may also change clothes at school to remove inappropriate clothing.

Community School staff has the final decision on what is appropriate clothing or jewelry for school.

Regulation Humboldt County Office Of Education

Approved: December 16, 1987 Eureka, California

Reviewed: June 8, 2011

Discipline – BP 5144

The Board of Education desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

The Board of Education recognizes that not all students will adhere to school rules for appropriate behavior. Sufficient support services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior. Students may be assigned to other alternative programs or be subject to removal from school.

In order to ensure that school site rules for student discipline are enforced fairly, uniformly, and consistently, the Superintendent shall establish procedures for the development and revision of such rules. All school site rules shall be strictly based on policy, regulation and existing law.

All adopted school site rules shall be subject to Superintendent review and approval prior to implementation.

The Superintendent or designee shall approve, for each school, a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student behavior. Such strategies shall focus on providing students with needed supports and may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching prosocial behavior or anger management; and participation in a restorative justice program. Strategies shall reflect the preference for positive interventions and alternative disciplinary procedures over exclusionary discipline measures as a means of correcting student behavior. Staff shall use preventive measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed.

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

The principal of each school shall ensure that every student and his/her parent/guardian is notified in writing of all policies, administrative regulations and individual school rules related to discipline at the beginning of each school year and that transfer students and their parents/guardians are so advised at the time of school enrollment.

The notice shall include the fact that these rules and regulations are available on request in all schools.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. School administrators and teachers shall employ other means of disciplining students who violate school rules, regulations or policies.

The use of reasonable and necessary force by an employee to protect oneself or students or to prevent damage to school property shall not be considered corporal punishment for purposes of this policy.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

Staff Support

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

Local Control and Accountability Plan (LCAP)

Office of Education goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the Office of Education's LCAP as required by law.

Reporting Assaults

The Superintendent shall provide employees with a standard form for the reporting to local authorities of assaults by students on fellow students or school personnel with a deadly weapon or force likely to produce great bodily injury.

The Principal/designee shall report assaults to authorities prior to suspending or expelling the students involved. If immediate action is required by the circumstances, the report shall be made by telephone and followed up with a written report.

Policy HUMBOLDT COUNTY OFFICE OF EDUCATION

Adopted: December 16, 1987 Eureka, California

Revised: May 21, 2014

Discipline – AR 5144

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

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

It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student’s presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct.

Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians.
2. Referral of the student to the school counselor or other school support service personnel for case management counseling.
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians.
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan.
5. Enrollment in a program for teaching prosocial behavior or anger management.
6. Participate in restorative justice program.
7. A positive behavior support approach with tiered interventions that occur during the school day on campus.
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably.

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner.
10. Community service as provided in the section below entitled "Community Service."
11. In accordance with board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities.
12. Reassignment to an alternative educational environment such as independent study.
13. Suspension and expulsion in accordance with law, board policy, and administrative regulation.

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

Community Service

As part of or instead of disciplinary action, the superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

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

Notice to Parents/Guardians and Students

At the beginning of the school year, the principal or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline.

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

Regulation Humboldt County Office Of Education

Reviewed: March 9, 2016 Eureka, California

Bullying – BP 5131.3

The Board of Education recognizes the harmful effects of bullying on student well-being, learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm.

Employees shall establish student safety as a high priority and shall 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, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

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

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

Policy Humboldt County Office Of Education

Adopted: August 8, 2012 Eureka, California

Revised: October 23, 2019

Bullying – AR 5131.3

Definitions

Bullying is an unwanted, aggressive behavior that involves real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, video, 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.

Prevention

To the extent possible, Office of Education 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 rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall 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.

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

Information and Resources

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

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

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

Student Instruction

The Office of Education may 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. Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Staff Development

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and implementation strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Training includes awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Reporting and Filing Complaints

When a report of bullying is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.4. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Complaints may be submitted verbally or in writing. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 1312.4 Uniform Complaint Procedures.

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

Within two business days of receiving the report of bullying, the principal shall notify the district compliance officer identified in AR 1312.4.

However, if during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall 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 Superintendent or designee also may file a complaint with the Internet site or service to suspend the privileges of the student and have the material removed.

Discipline/Corrective Actions

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

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 expulsion, in accordance with Office of Education policies and regulations.

Regulation Humboldt County Office Of Education

Revised: June 10, 2020

Positive Behavioral Interventions and Supports (PBIS)

The Humboldt County Office of Education is committed to provide positive behavior interventions on behalf of their students. Their schools are currently developing the Positive Behavioral Interventions and Supports (PBIS) strategy and will include the PBIS plan within this Comprehensive School Safety Plan (CSSP) upon its completion and implementation.

Dangerous, Violent, Or Unlawful Activities

Assessment and Response Procedures

SB 671

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

Multidisciplinary Threat Assessment Team

Humboldt County Office of Education's Court and Community Schools uses a multidisciplinary threat assessment team consisting of the site-specific site administrator, a school police representative, a student services behavioral specialist representative as needed, and other outside services as needed.

Assessment and Response

Prohibited and concerning behaviors are defined in California Education Code 48900 and 48915. Additionally, all threats of self-harm are assessed and acted upon, as needed. In cases where dangerous, violent, or unlawful activities are being conducted, Law Enforcement is notified at once and a call to 911 is made.

The threshold of law enforcement intervention is decided by the relevant administration in cooperation with school police and mutual aid if requested. In practice, we find if a real or possible threat is present. We evaluate the threat or possible threat based upon prohibited and concerning behaviors, responding appropriately to the incident.

Risk Management

The threat Assessment team is notified in incidents where there is physical, property or damage to others. Additionally, the team is involved if a security assessment or report is needed. There may be times, following a potential or real incident, that an after-action debrief might be conducted, including a written summary.

School Culture and Training

Staff participate annually in CPI response training and ongoing professional development in Positive Behavior Intervention Systems (PBIS).

HCOE, CCS update their CSSP annually as required by the California Education Code.

Training for all stakeholders is conducted during annual site meetings by administrators and/or district representatives.

Opioid Overdose Protocol – Melanie’s Law

Student Overdose or Possible Overdose Protocol

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

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

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

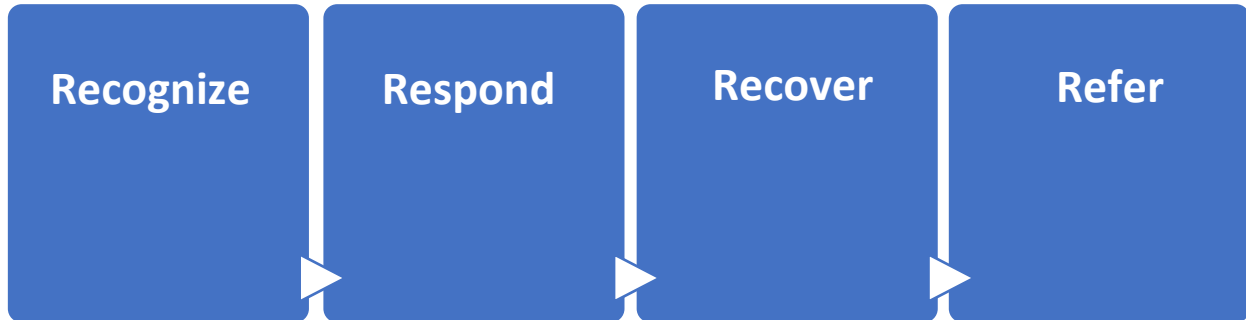
*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the Humboldt County Office of Education for any and all civil liability.

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

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

Student Overdose or Possible Overdose Procedures (The 4 Rs)



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

Narcan/Naloxone on School Sites:

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

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



(For additional supplies, please contact the COE Office.)

Individualized Safety Plans

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

Our School's Individualized Plans

None Requested

Drills, Training, and Exercises

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

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

Student Safety – Drills, Training, and Exercises

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

Emergency Operations Plan – Excerpted

Functional Annex

Accounting for all Persons

Attendance Records

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



Crisis or Incident Accounting

In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.

These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.

In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

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

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

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

Student Release

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

Communications



Purpose

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

Scope

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

Activation

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

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

Key Tasks/Responsibilities

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

Record emergency related incidents

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

Internal Communications

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

Alert Notifications (SMS Texting)

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

Telephone Tree

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

Staff Meetings

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

Communication With the District Administrative Office

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

Activation

Concept of Operations

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements

Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer

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

Continuity of Operations (COOP)



General

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

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

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

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

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

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

Scope

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

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

Responsibilities

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

Senior Executive/Site Administrator

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

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

Administrative Services, District Staff

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

Administrative Support Staff

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

Food Services Worker

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

Transportation

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

Evacuation



General

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

Concept of Operations

Evacuation orders are generally given by the following:

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

Evacuation Procedures

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

On-Site Evacuation

The Incident Commander or designee activates fire alarm.

All staff follow the Evacuation Procedures identified above.

Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.

Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

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

The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.

Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.

Once assembled off-site, staff members and students stay in place until further instructions are given.

In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

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

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

Review all paths of travel and potential obstacles

Know the facility, grounds, paths, exits and potential obstacles

Determine the primary and secondary paths of exit to be used during emergencies

Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path

Compile and distribute evacuation route information to be used during emergency operations

Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger

Install appropriate signage and visual alarms

Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”
Place emergency notification devices appropriate for each student
Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American’s with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

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

Preparation and Planning

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

Review the evacuation plan with students and staff to be familiar with the process and identify any problems

Practice implementation of special duck and cover actions by students with able-bodied partners
Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)

Special pre-planned assistance must be provided and reviewed regularly

Lockdown (Deny Entry or Closing)



General

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

Instructions

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

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

If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.

If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).

District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.

Landline phones should not be used. District staff should use cell phones and speak quietly.

All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health



General

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

Public Health

Procedures

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

Medical Health

Procedures

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

Mental Health

Procedures

Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies

Activate crisis counselors during the incident to begin identifying students and staff that require assistance

Keep a log of individuals counseled or that require counseling following the incident

Notify students, family, and staff of counseling services available

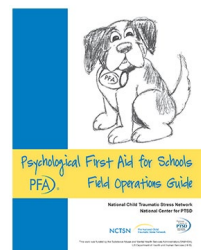
Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Psychological First Aid for Schools (PFA-S)

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

Field Operations Guide (FOG)

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



Public Safety and Security



Purpose

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

Scope

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

Key Tasks/Responsibilities

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

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

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

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

Concept of Operations

Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene

In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure

Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols

The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities

As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States

The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations

This includes threat or pre-incident as well as post-incident situations

When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies

The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations

This includes threat or pre-incident as well as post-incident situations

The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities

The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed

Recovery



General

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

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

Before – Action Items

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

During – Action Items

Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:

Incident name

Date

Worker's name

Log each major activity and track start and end times

Don't be concerned with tracking too much – that can be sorted out after the event

This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)

Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.

Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).

Have all sites or units collect information on their ability to sustain operations.

Develop staffing pattern for the Recovery Unit.

Collect information on damages, duration and impact from the following:

- Utility Providers

- Social, medical and health services

- Transportation routes and services

- Debris issues

- County Government Operations

- Private sector retail and wholesale providers

- Others

Develop initial short term and long-term recovery objectives.

Refer to hazard/threat-specific annexes for information.

Develop information for the PIO on the recovery process and progress.

Develop a plan to assign personnel to sustain the recovery effort

Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.

While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:

- It will keep our District “in the loop” and better informed when an incident affecting our District occurs

- It will alert us to any notice of “Public Assistance” informational meetings to learn about getting Federal and State reimbursement for disaster related District activity

If our county’s OACC is overwhelmed with an incident we should reach out directly to our Emergency Services Coordinator at the Governor’s Office of Emergency Services Region Operational Area.

- Ask them to put the District on the list for notification of “Public Assistance” informational meetings

- There are forms that will be exchanged between our District and the OACC or the California Governor’s Office of Emergency Services (they act as our liaison with FEMA)

If our employees and volunteers remain under our direction and control we are responsible for any costs associated with their activities. Should they perform work that they would not

normally do and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.

If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is “covered” and by “whom.” Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.

Or, local hospitals may be “at-capacity” and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.

When in doubt, ask for help.

After – Action Items

Begin closing the Recovery Unit

Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates

Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA

Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District

Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team

Participate in and debriefings provided by our ICS team and close the Recovery Unit

Resources

[Activity Log \(ICS 214\)](#)

[Cal OES Regional Operations](#)

Form [Cal OES 126](#) – Project Application, California Disaster Assistance Act Program

Form [Cal OES 130](#) – Designation Of Applicant's Agent Resolution For Non-State Agencies

Form [Cal OES 89](#) – Project Assurances For Federal Assistance – Construction Programs

Form [FEMA 009-0-49 9/16](#) – Request For Public Assistance

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

Reunification



General

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

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

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

Reunification Procedures

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

- Family member will report to the assigned area and give the name of the student

- Picture ID will normally be required by the person in charge to insure the person requesting a minor is a match to the name on the emergency release card

- A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area

- Parents will be asked to sign a form indicating they picked up the minor (the date and time will also be indicated on the pick-up form)

- If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children

- Counselors, when available, will be located close to the first aid area in the event they are needed

Traffic Control

Traffic may be controlled by trained and authorized employees who meet the requirements outlined in the Manual on Uniform Traffic Control Devices (MUTCD) Part 7, Traffic Control for School Areas. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.

To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles

As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up

It should be understood this will not occur at the beginning of the incident

When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster

Maintaining the Procedures

Student rosters should be updated at least twice a year

If enrollment dictates this may be updated more frequently

Updated rosters should be stored in every room in an area easily identified by the both staff and substitutes.

Additional copies of the rosters should be distributed to the site administrator and placed in the back of the emergency plan binder

Emergency cards should be filled out at the beginning of the year

This card should include contact information on family members, as well as other adults who can be contacted if the family member is not available

The card should also indicate who the minor is permitted to leave site with, if necessary

DO NOT release students to people not listed on the student emergency card.

A well-intentioned friend may offer to take a minor home; however, District staff must be certain that students are only released to the appropriate people, so their families will know where they are

The card should also include all pertinent medical information such as allergies, medications, and doctor contact information

These cards should be stored in the front office in both hard copy and electronically, if possible

Things to Remember

Some family members will refuse to cooperate with the student/family reunification process

This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs

They should be reminded that the safety of their student is our utmost priority

Family members may be emotional when arriving at the site

Have counselors available to deal with issues if needed

Shortly after the incident, the media will have a presence on our site

The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media, however, it is important that family be sheltered from media representatives

Shelter-in-Place



General

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

Description of Action

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

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

If inside, staff should keep students in their rooms until further instructions are given

If outside, students must proceed to their rooms if it is safe to do so

If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)

Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air

Anyone who is exhibiting symptoms must be treated

Staff is responsible for securing individual rooms and for completing the following procedures as needed:

Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system

Turn off local fans in the area

Close and lock doors and windows

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

Situational Awareness



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

Overview

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

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

OODA Loop

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

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

Observe – Sensing yourself and the world around you

Orient – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge

Decide – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.

Act – Testing the decision chosen for implementation.

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

Prepare

The following list includes the minimum expectations for every employee:

- Develop and maintain a personal family communication plan

 - Use the [Family Emergency Communication Plan – Wallet Sized](#) provided by our District

 - The plan should be completed at hire and updated when any of the information changes but at least annually

 - Share our plan with your family

- Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)

- Prepare a “Go-Bag” for yourself with a 3-day supply of food and water

 - See the “Go-Bag” guide for help in assembling and stocking

- Keep a copy of the District’s *Critical Incident* Field Operations Guide (FOG) with you at all times during work hours

Field Protocol

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

- If you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)

- Assess the situation using the OODA loop and take appropriate action

- Follow our District’s Communication protocols as outlined in the EOP

- If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site

- If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location

- Provide our District’s Emergency Operations Center (EOC) with as much detailed information as possible:

 - Time, Date, and Location of Critical Incident

 - Your condition (unaffected, injured, etc.) and the condition of your equipment

 - Describe the type of incident such as fire, hazmat, earthquake, etc.

 - Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

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

Special Needs Population



Planning Needs and Assumptions

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

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

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

Hazard/Threat Annex

Hazard-Threat Assessment

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

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

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

- Active Assailant
- Cyber Threat or Attack
- Earthquake
- Extreme Heat and Unhealthy Air Quality
- Fire-Structural
- Fire-Forest, Wildfire, or Urban Interface
- Infectious Disease
- Power and Utility Failure
- Severe Weather
- Tsunami

HTAS Report

Hazard	[SCORE]	Probability	[SCORE]	Magnitude	[SCORE]	Warning	[SCORE]	Duration	Risk Priority
Fire-Structural	4.3	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4.2	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.4	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.7	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	14.1
Power-Utility Failure	4.4	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.4	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.5	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.3	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	13.4
Earthquake	4.2	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.9	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.9	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.9	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	13.3
Cyber Threat or Attack	3.9	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.6	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.7	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.3	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	13.3
Fire-Forest, Wildfire, or Urban Interface	3.4	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.8	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.8	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	13.0
Active Assailant	3.0	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.8	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	12.3
Extreme Heat and Unhealthy Air Quality	4.4	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.5	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.1	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	12.2
Severe Weather	4.0	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.4	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.2	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.5	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.7
Transportation Incident (Air, Sea, Land)	2.9	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.1	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.2	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.6
Infectious Disease	3.5	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.5	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.4	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.7	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.6
Hazardous Materials Incident	2.7	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.3	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.7	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.5	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.4
Bomb Threat or Explosion	2.6	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.4	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.5	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.8	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.2
Civil Disobedience or Disturbance	3.2	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.0	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.2	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.8	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.1
Landslides and Debris Flow	2.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.0	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.2	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.9	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.0
Flood	3.0	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.1	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.4	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4.2	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	10.6
Tsunamis/Tidal Wave	2.4	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.9	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.1	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.4	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	10.3
Dam and Levee Failures	2.3	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.9	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.8	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	10.0
Volcanic Eruption	2.2	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.9	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.9	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.9
Top 3 Concerns		Active Assailant Training		Fire-Forest, Wildfire, or Urban Interface		Earthquake			

Active Assailant



Purpose

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

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

Situation and Assumptions

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

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

Continuity of Operations (Annex Specific)

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

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

Organization and Assignment of Responsibilities

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

Plan Development

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

Authorities and References

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

- <https://rems.ed.gov/IHEActiveShooterSituations.aspx>

Incident Command Actions

Before

Threat and Physical Security Assessment of each site

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

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

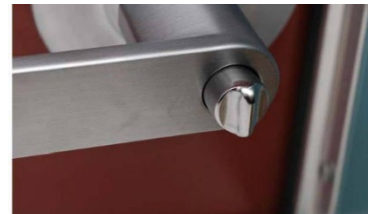


Figure 1- Interior Lock

Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training

Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.



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

Foster a respectful school community

Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)

Behavioral Red Flags

Recognizing indicators for potential violence by an individual:

- Increased use of alcohol and/or illegal drugs
- Unexplained increase in absenteeism; vague physical complaints
- Noticeable decrease in attention to appearance and hygiene

Depression/withdrawal

Resistance and overreaction to changes in policy and procedures

Repeated violations of District policies

Increased severe mood swings

Noticeably unstable, emotional responses

Explosive outbursts of anger or rage without provocation

Suicidal; comments about “putting things in order”

Behavior, which is suspect of paranoia, (“everybody is against me”)

Increasingly talks of personal problems

Talk of severe financial problems

Talk of previous incidents of violence

Empathy with individuals committing violence

Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Develop a positive behavioral intervention program that identifies at-risk behaviors early on and ensures administration is aware of these individuals

Decide upon communications and public information releases with your Public Information Officer prior to an incident

Develop model releases that provide well thought out and consistent messaging on behalf of the District

Discuss and decide upon Spontaneous Memorial practices including

Ease of public access

Minimize disruption of vehicular and pedestrian traffic

Monitored for appropriateness of items placed at the memorial

Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)

Line-of-sight view by administration

During

Responding to an Active Assailant/Physical Threat

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

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:

Have an escape route and plan in mind

Evacuate regardless of whether others agree to follow

Leave your belongings behind

Help others escape, if possible

Prevent individuals from entering an area where the active assailant may be

- Keep your hands visible, to prevent confusion to law enforcement
- Follow the instructions of law enforcement personnel
- Do not attempt to move wounded people
- Notify Police when you are safe

Hide (lockdown)

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

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

If the active assailant is nearby:

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

Fight

If running and hiding are not possible:

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

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

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling

Committing to your actions



Law Enforcement

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

While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment

Officers may be armed with rifles, shotguns, handguns

Officers may use pepper spray or tear gas to control the situation

Officers may shout commands, and may push individuals to the ground for their safety

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

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

How to react when law enforcement arrives:

Remain calm, and follow officers' instructions

Put down any items in your hands (i.e., cell phones, bags, jackets)

Immediately raise hands and spread fingers

Always keep hands visible

Avoid making quick movements toward officers such as holding on to them for safety

Avoid pointing, screaming and/or yelling

Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

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

Considerations

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

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

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

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

After

Good Practice for Coping

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

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

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

Cyber Threat or Attack

Purpose

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



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

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

Situation and Assumptions

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

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

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

- Providing email filtering to prevent spam reaching employees

Organization and Assignment of Responsibilities

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

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

Glossary of Terms

Cyber Security Incident Response Team (CSIRT)

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

Denial-of-service attack

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

DNS Tunneling

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

Malware

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

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

Man-in-the-middle attack

Man-in-the-middle (MitM) attacks, also known as eavesdropping attacks, occur when attackers insert themselves into a two-party transaction. Once the attackers interrupt the traffic, they can filter and steal data.

Two common points of entry for MitM attacks:

- On unsecure public Wi-Fi, attackers can insert themselves between a visitor's device and the network. Without knowing, the visitor passes all information through the attacker.
- Once malware has breached a device, an attacker can install software to process all of the victim's information.

Phishing

Phishing is the practice of sending fraudulent communications that appear to come from a reputable source, usually through email. The goal is to steal sensitive data like credit card and login information or to install malware on the victim's machine. Phishing is an increasingly common cyberthreat.

SQL injection

A Structured Query Language (SQL) injection occurs when an attacker inserts malicious code into a server that uses SQL and forces the server to reveal information it normally would not. An attacker could carry out a SQL injection simply by submitting malicious code into a vulnerable website search box. Learn how to defend against SQL injection attacks.

Zero-day exploit

A zero-day exploit hits after a network vulnerability is announced but before a patch or solution is implemented. Attackers target the disclosed vulnerability during this window of time. Zero-day vulnerability threat detection requires constant awareness.

Incident Command Actions

Maintaining a best-practices approach to cyber security requires us to keep up to date on current trends and threats in the cyber world. Most of what we know comes from internet service providers who share this information to help us be better prepared.

Our cybersecurity response process recommendations by the SANS Institute, as defined in its [Incident Handler's Handbook](#).

Before

Preparation

- Define, develop, and implement an Information Security policy and procedures that addresses current and possible future risks to cyber information handling and protection
- Conduct regular and periodic training for our staff to ensure they have the tools they need to preserve our cyber security. This may include hands-on virtual or email tests and scenarios designed to reinforce safe cyber practices and protect our digital/cyber foot print.
- Perform regular security assessments and intrusion testing
- Provide a trained staff Cybersecurity Incident Response Team (CSIRT)

During

Identification

- Monitor IT systems and detect deviations from normal operations and see if they represent actual security incidents
- Establish type and severity
- Log actions and responses
- Collect evidence

Containment

- Isolate impacted system(s)
- Implement temporary workarounds to maintain operations

Eradication

- Identify the root cause
- Remove malicious software from all affected systems
- Take action to prevent root cause from recurring

Caution

COMMON MISSTEPS

Common missteps an organization can make when first responding



Mitigating the affected systems before responders can protect and recover data	
Touching adversary infrastructure (Pinging, NSlookup, Browsing, etc.)	
Preemptively blocking adversary infrastructure	
Preemptive credential resets	
Failure to preserve or collect log data that could be critical to identifying access to the compromised systems	
Communicating over the same network as the incident response is being conducted (ensure all communications are held out-of-band)	
Only fixing the symptoms, not the root cause	

After

Recovery

- Bring affected systems back online
- Test, verify, and monitor affected systems to ensure they are operating normally

After-Action Report

- Finalized incident documentation
- Perform a retrospective of the incident to determine what was effective and what was not to identify lessons learned
- Modify and update this annex and any policy or procedure identified as insufficient or failed in the after-action debrief and report

Authorities and References

State

Cal OES - California Cybersecurity Integration Center

- <https://www.caloes.ca.gov/cal-oes-divisions/law-enforcement/california-cybersecurity-integration-center>

Federal

Department of Homeland Security - Cybersecurity and Infrastructure Security Agency (CISA)

- <https://www.cisa.gov/>

National Institute of Standards and Technology (NIST) – Cybersecurity

- <https://www.nist.gov/cybersecurity>

Earthquake



Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to **Duck, Cover, and Hold**.

The Incident Commander will make the following announcement on the PA System:

“ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW.”

Note: If the PA system is not available, use other means of communication, i.e. send messengers to deliver instructions, email, etc.

Description of Action

If inside

- Drop to knees
- Get under desk and remain facing away from windows
- Clasp both hands behind neck
- Bury face in arms
- Make body as small as possible
- Close eyes and cover ears with forearms.

If outside

- Drop to knees
- Clasp both hands behind neck
- Bury face in arms
- Make body as small as possible
- Close eyes and cover ears with forearms.
- Avoid glass and falling objects

Procedures

Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.

When the shaking stops, the Incident Commander will issue the All Clear Response

Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.

The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.

Warn all personnel to avoid touching fallen electrical wires.

First Aid Team will check for injuries and provide appropriate first aid.

The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.

If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.

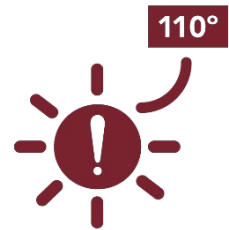
The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

During Non-Operating Hours

The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed.

If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Extreme Heat and Unhealthy Air Quality



Purpose

The purpose of this annex is to ensure that staff is advised of hazardous conditions caused by extreme heat conditions and/or unhealthy air quality and to minimize exposure to those conditions. Governmental agencies, such as the Air Quality Management District (AQMD), the National Weather Service (NWS-NOAA), the Center for Disease Control (CDC) and others provide guidance in how to respond to unhealthful air quality and extreme heat conditions.

Actions

The Incident Commander monitors air quality and heat conditions to provide recommended actions during an unhealthful air quality or extreme heat event. The Incident Commander will keep the Senior Executive or designee informed of these conditions and activate this annex. Upon activation, site administrators will perform the following:

- Notify students and staff when unhealthful air quality or extreme heat conditions exist.
- Modify District programs and work assignments for the protection of students and staff.
- Adhere to the Unhealthful Air Quality and Extreme Heat Plan to correspond with current recommendations of both the AQMD and the NWS.
- Cooperate with other governmental agencies and with the total community in matters of critical concern regarding unhealthful air quality and extreme heat.

District Activities and What To Do During Extreme Heat Conditions.

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. The Incident Commander monitors temperature and humidity in the District and the National Weather Service website to ensure that our District sites are notified upon attainment of an extreme heat condition.

Always provide adequate amounts of water to students and staff to maintain appropriate hydration, use areas shaded from the direct sunlight, and:

- When the Heat Index reaches the range of 90 to 105 degrees Fahrenheit, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity.
- When the Heat Index reaches the range of 105 to 130 degrees Fahrenheit, sunstroke and heat exhaustion are likely and heat stroke is possible. Everyone shall discontinue prolonged, vigorous outdoor activity.
- When the Heat Index reaches or exceeds 130 degrees Fahrenheit, heat stroke is highly likely with continued exposure. Everyone shall discontinue all vigorous outdoor activity.

Fire - Structural



The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District’s facilities. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

NOTE – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more “targets.” Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.

If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.

The Incident Commander will call 911 and provide the location and nature of the incident

The Incident Commander will immediately initiate the Off-Site Evacuation Procedures

Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area

Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students

Staff will notify the Incident Commander of any missing students

If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives

All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate “the fire is out”

The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles

The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer

Outreach and Communication to disseminate information

In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures

If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site will open the following day.

Fire – Forest, Wildfire, or Urban Interface



General

Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Incident Command Actions

Before

- Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines
- Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205)
- Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework

During

- Call 911 if you see a fire or flames.
- Activate and follow your Emergency Operations Plan.
- Use your internal Emergency Management Alert System to communicate with staff, students and parents.
- Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
- If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn off HVAC and natural gas. Turn on lights to help rescuers find you if you have power. Fill sinks and tubs with water and keep windows and doors unlocked.
- Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC
- You might consider predesignating a representative to be an active member of the Recovery task force.

If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (ie: American Red Cross).

Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. https://www.dir.ca.gov/title8/5141_1.html. and you can find resources on wildfire smoke safety in this Cal/OSHA link. <https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html>

Monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at <https://tools.airfire.org/> or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm

Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.

If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.

Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make sure air is on “re-circulate” mode.

After

Continue to follow your EOP Recovery Annex

Listen to authorities to find out when it is safe to return and whether water is safe to drink.

Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.

Avoid downed power lines.

Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.

For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.

Continue to monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at <https://tools.airfire.org/> or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm

Contact your insurance company/insurance pool/JPA for assistance.

Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.

Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.

Be prepared to provide emotional and wellbeing services and resources for students and staff.

Mental and physical fatigue are common in these situations .

<https://www.cdc.gov/disasters/wildfires/afterfire.html> and

<https://emergency.cdc.gov/coping/index.asp> and www.NCTSN.org.

- Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
- The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
- The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
- The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
- The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
- If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
- All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
- The Incident Commander should monitor local radio stations for emergency information.
- The Incident Commander will notify the Senior Executive of the emergency situation
- The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information
- If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
- The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
- In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease



Purpose

The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak.

This annex does not replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH) requirements.

Following are two current and specific requirements:

- COVID-19 Safety Plan (CSP) – The CSP is outlined in the CDPH Guidance and Framework for K-12 schools dated January 14, 2021
- The COVID-19 Prevention Plan (CPP) – The CPP is a requirement of the Cal/OSHA COVID -19 Prevention emergency temporary standard.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:

EOPs may have to be activated with community partners if there is an infectious disease outbreak; Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
Depending on the disease, there may potentially be some deaths in the community; and, if handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:

Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a *viral infection*,
Bacterial infections that can cause E. Coli, MRSA, and strep throat, and
Fungal infections, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

It is a rare global outbreak which can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity
Depending upon the specific virus, it can cause more severe illness than regular flu

Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The “**Historical Information**” section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case

A case is defined as *an individual* with the disease.

Outbreak

An outbreak is defined as a *localized*, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic

An epidemic is defined as the *occurrence of more cases of disease than expected* in a given area or among a specific group of people over a period.

Pandemic

A pandemic is defined as an *epidemic occurring over a very wide area* (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions

The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.

Phase 1: A virus in animals has caused no known infections in humans.

Phase 2: An animal flu virus has caused infection in humans.

Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.

Phase 4: The risk for a pandemic is greatly increased but not certain.

Phase 5: Spread of disease between humans is occurring in more than one country of one WHO region.

Phase 6: Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A

(H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California’s general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer’s responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel protective equipment and telework policies are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

- Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on hand-shaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
- Establishing flexible work hours or worksite, (e.g., telecommuting);
- Promoting social distancing between employees and those with whom they interact to maintain six-foot spatial separation between individuals; and
- Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.

When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

- Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
- Monitor and periodically test protection methods.
- Track and implement changes in approved or recommended protection measures.
- Pre-position material and equipment onsite.

Ensure essential personnel are at the primary worksite.

Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.

Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur

Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general

It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP

We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention (cdc.gov) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:

Your local health department contact
(Searchable database <https://www.naccho.org/membership/lhd-directory>)
California Department of Public Health – <https://www.cdph.ca.gov/>
Centers for Disease Control and Prevention (CDC) - <https://www.cdc.gov/>

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:

Communication annex
Continuity of Operations Plan (COOP) annex

Additional actions include:

Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
Insure those who are ill stay home
Send the sick home immediately
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services
Keep staff and students informed of developing issues
Assist the Department of Health and Human Services in monitoring outbreaks
Respond to media inquiries regarding organization attendance status
Implement telework procedures, if necessary, so that staff can stay home

Maintain surveillance after the initial epidemic in the event a second wave passes through the community

After

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

COVID-19 Specific Guidance

The source of information contained in this portion of the Infectious Disease annex is located on the Center for Disease Control and Prevention (CDC) website, in the Covid-19 section at:

<https://www.cdc.gov/coronavirus/2019-nCoV/index.html>

Primary Symptoms

- fever
- dry cough
- shortness of breath
- fatigue
- Newly acquired loss of taste or smell

Preventative Measures

- Vaccines are available. Consider getting vaccinated.



- Wear face Coverings
- Avoid close contact and maintain Social Distancing (approximately 6 feet apart)

The CDC has posters available for our use. See “**Stop the Spread of Germs**” poster in Figure 2 as an example.

- Know How It Spreads
- Wash Your Hands Often
- Avoid Close Contact (Social distancing)
- Wear Face Coverings
- Clean And Disinfect
- Monitor Your Health Daily

Know How It Spreads

There are now vaccines available to help prevent coronavirus disease 2019 (COVID-19) and its variants. The virus is thought to spread mainly from person-to-person:

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

Wash Your Hands Often

Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing. It's especially important to wash:

- Before eating or preparing food
- Before touching your face
- After using the restroom
- After leaving a public place
- After blowing your nose, coughing, or sneezing
- After handling your cloth face covering
- After changing a diaper
- After caring for someone sick
- After touching animals or pets

If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.

Avoid touching your eyes, nose, and mouth with unwashed hands.

Avoid Close Contact

Inside your home:

- Avoid close contact with people who are sick.
- If possible, maintain 6 feet between the person who is sick and other household members.

Outside your home:

- Put 6 feet of distance between yourself and people who don't live in your household.
- Remember that some people without symptoms may be able to spread virus.
- Stay at least 6 feet (about 2 arms' length) from other people.
- Keeping distance from others is especially important for people who are at higher risk of getting very sick.

Wear Face Coverings

- Cover your mouth and nose with a cloth face cover when around others
- You could spread COVID-19 to others even if you do not feel sick.
- The cloth face cover is meant to protect other people in case you are infected.
- Everyone should wear a cloth face cover in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain.
- Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- Do NOT use a facemask meant for a healthcare worker. Currently, surgical masks and N95 respirators are critical supplies that should be reserved for healthcare workers and other first responders.

Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

Clean And Disinfect

Clean and disinfect frequently touched surfaces daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.

If surfaces are dirty, clean them. Use detergent or soap and water prior to disinfection.

Then, use a household disinfectant. Most common EPA-registered household disinfectants will work.

Monitor Your Health Daily

Be alert for symptoms. Watch for fever, cough, shortness of breath, or other symptoms of COVID-19. This is especially important if you are running essential errands, going into the office or workplace, and in settings where it may be difficult to keep a physical distance of 6 feet.

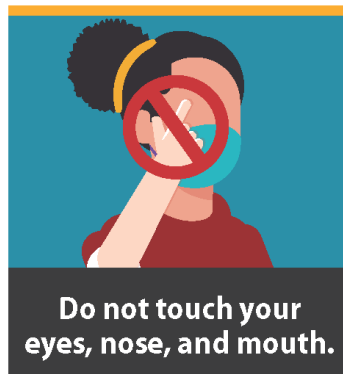
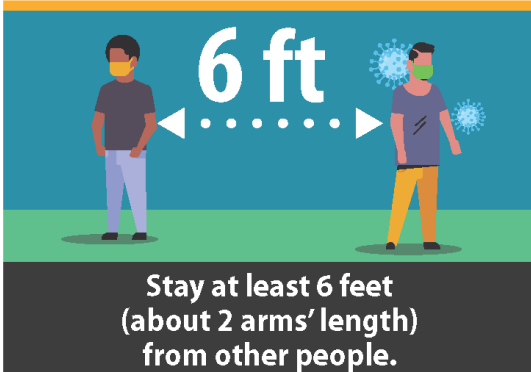
Take your temperature if symptoms develop.

Don't take your temperature within 30 minutes of exercising or after taking medications that could lower your temperature, like acetaminophen.

Follow CDC guidance if symptoms develop.

Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

316917-A May 13, 2020 11:00 AM

Figure 2: Stop the Spread of Germs

Historical Information

This timeline captures the last century, to date. See Figure 3, following.

1918: H1N1 flu

H1N1 is a strain of flu that still circulates the globe annually.

1921-1925: Diphtheria epidemic

Diphtheria peaked in 1921, with 206,000 cases. It causes swelling of the mucous membranes, including in your throat, that can obstruct breathing and swallowing.

1916-1955: The peak of polio

Polio is a viral disease that affects the nervous system, causing paralysis. It spreads through direct contact with people who have the infection.

1957: H2N2 flu

A major flu outbreak occurred again in 1957. The H2N2 virus, which originated in birds, was first reported in Singapore in February 1957, then in Hong Kong in April 1957.

1981-1991: Second measles outbreak

Measles is a virus that causes fever, runny nose, cough, red eyes, and sore throat, and later a rash that spreads over the whole body.

1993: Contaminated water in Milwaukee

One of Milwaukee's two water treatment plants became contaminated with cryptosporidium, a parasite that causes the cryptosporidiosis infection. Symptoms include dehydration, fever, stomach cramps, and diarrhea.

2009: H1N1 flu

In the spring of 2009, the H1N1 virus was detected in the United States and spread quickly across the country and the world. This outbreak made headlines as the swine flu.

2010, 2014: Whooping cough

Pertussis, known as whooping cough, is highly contagious and one of the most commonly occurring diseases in the United States. These coughing attacks can last for months.

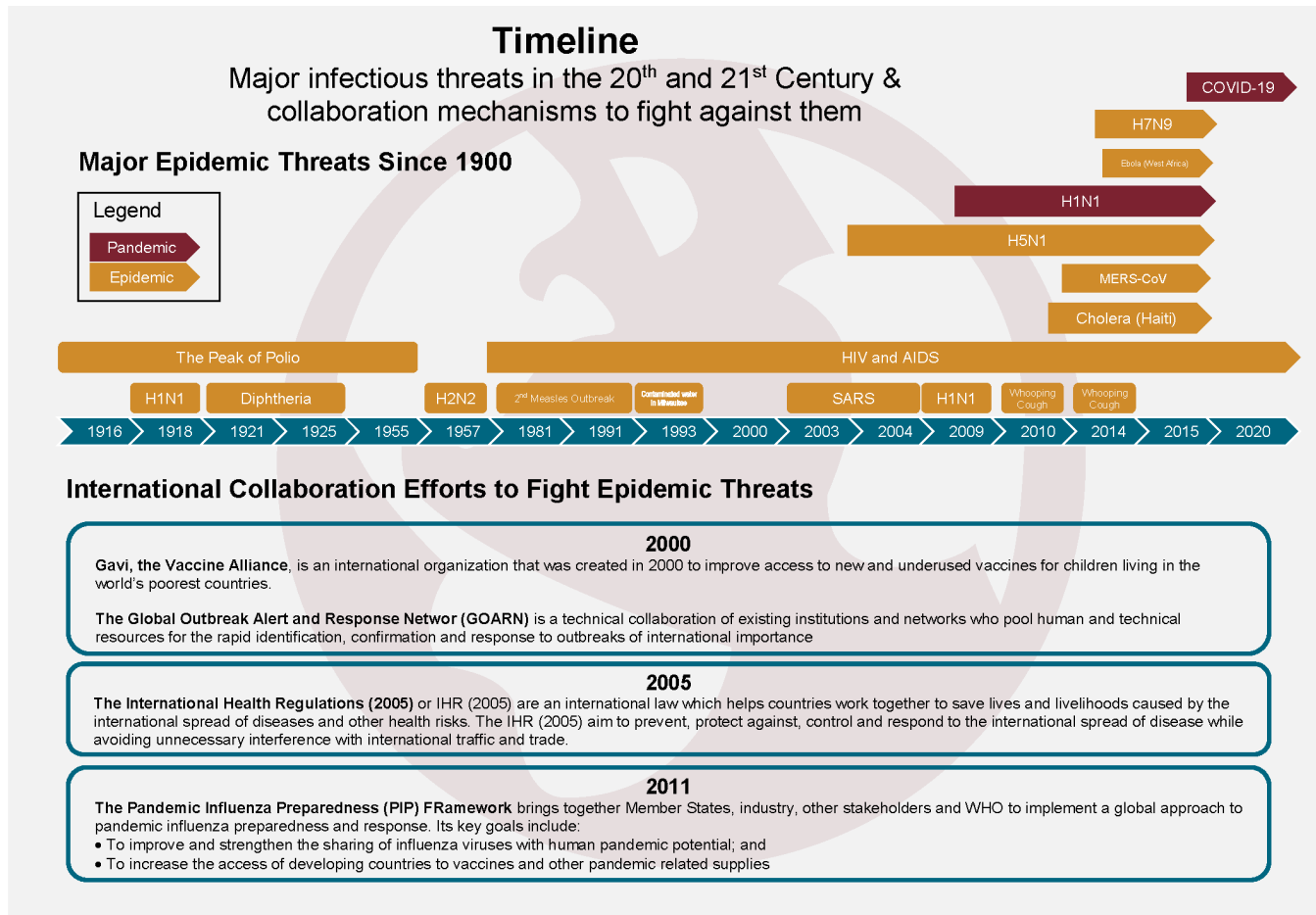
1980s to present: HIV and AIDS

First documented in 1981, the epidemic known today as HIV appeared to be a rare lung infection. Now we know that HIV damages the body's immune system and compromises its ability to fight off infections. AIDS is the final stage of HIV and, according to the CDC, in 2018 it was the 9th leading cause of death in the United States among people 25 to 34 years old. Just because a person gets HIV doesn't mean they'll develop AIDS.

2020: COVID-19

The SARS-CoV-2 virus, a type of coronavirus that causes the disease COVID-19, was first detected in Wuhan City, Hubei Province, China in late 2019. It seems to spread easily and sustainably in the community. Cases have been reported all over the world, and as of late May 2020, there were over 1.5 million cases and over 100,000 deaths in the United States.

Figure 3: Infectious Disease Timeline - 21st Century



Power and Utility Failure



Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:

- Disrupt communications, water, and transportation
- Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
- Cause food spoilage and water contamination
- Prevent use of medical devices

Protect Students And Staff During A Power Outage

- Keep freezers and refrigerators closed
- Only use generators outdoors and away from windows or air intakes
- Do not use gas appliances for heating
- Disconnect appliances and electronics to avoid damage from electrical surges
- Have alternate plans for refrigerating medicines or using power-dependent medical devices
- If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site

- Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
- Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
- Include a photo of each panel and label the photos corresponding to the panel numbers
- If panels do not have a numeric identifier, consider adding that at all panel locations
- Label the site main and subpanel main shut-off for each panel so as to minimize confusion
- Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

- Identify all of the items needed that rely on electricity
- Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
- Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life
- Plan for batteries and other alternatives to meet our needs when the power goes out

Sign up for local alerts and warning systems. Monitor weather reports

Ensure that any carbon monoxide detectors are in working order and that battery backups are available

Determine whether the phone system will work in a power outage and how long battery backup will last

Review the supplies that are available in case of a power outage

Have flashlights with extra batteries available for individual rooms or offices without exterior light sources

Maintain an inventory of nonperishable food and water

Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher

Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:

Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary.

Monitor temperatures with a thermometer.

Maintain food supplies that do not require refrigeration

Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows

Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture

If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

Purpose

The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather. When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously.



When the impacts exceed the capabilities of local jurisdictions, the State must respond in a prompt, organized, and efficient manner to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor’s Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Situation and Assumptions

El Niño

During El Niño, trade winds weaken. Warm water is pushed back east, toward the west coast of the Americas. El Niño means Little Boy in Spanish. South American fishermen first noticed periods of unusually warm water in the Pacific Ocean in the 1600s. The full name they used was El Niño de Navidad because El Niño typically peaks around December.

El Niño can affect our weather significantly. The warmer waters cause the Pacific jet stream to move south of its neutral position. With this shift, areas in the northern U.S. and Canada are dryer and warmer than usual. But in the U.S. Gulf Coast and Southeast, these periods are wetter than usual and have increased flooding.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to \$1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Continuity of Operations (Annex Specific)

The goal of emergency management is to restore operations of any organization back to its primary purpose, or “normal.” In some cases, restoration of operations may have to be a new normal.

Organization and Assignment of Responsibilities

This organization follows SEMS/NIMS requirements, specifically incorporating the Incident Command System into emergency and incident operations.

Plan Development

This annex was selected for inclusion in this Emergency Operations Plan (EOP) following best practices Hazard/Threat Analysis and is reviewed annually for currency and applicability.

- Severe weather-related hazards can occur at any time throughout the year
- Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being affected
- Local jurisdictions adversely affected by severe weather may use mutual aid agreements as part of their response to the disaster
- Local jurisdictions affected by severe weather may request resources from the State as the situation evolves

Authorities and References

[Center for Disease Control - Natural Disasters and Severe Weather](#)

[National Weather Service – Severe Weather Awareness](#)

[Ready.Gov – Severe Weather](#)

Incident Command Actions

For predictable severe weather, such as excessive rain, wind, and/or snow, the following should be included in your procedures:

Before

- Review your current Emergency Operations Plan (EOP) and make sure it is up to date with current best practices
- Monitor weather via reliable weather sources, such as NWS
- Have stored rain gear or have material that could be used for rain protection, such as plastic bags with head and arm cutouts
- Have enough food and water available for your site (typically a gallon of water, per day, for everyone)
- Access to sand and sandbags at a convenient location
- Make sure there are no outstanding work orders from any earlier storm damage

- Make sure all gutters, roof drains, downspouts, and catch basins are free and clear of any debris that might block normal water flow
- Be prepared for use of substitute employees and for working custodians extra hours, as needed
- If sites have generators, make sure they are currently operational and appropriately ready to run
- Revise and/or prepare for parent communications about probable event
- Consider cancelling all field trips
- Trim trees and remove dead limbs or trees
- Name and verify possible evacuation sites
- Obtain a large map of the geographical area of your district that shows streets and utilities

During

- Start an activity log of the event (use the ICS 214 log for this purpose)
- Follow your student dismissal protocol
- Make sure you have copies of first taken attendance of the day and have proper staff double check to make sure all persons are accounted for
- Follow staff dismissal protocol
- Follow your emergency operations plan
- Provide damage control to minimize or mitigate property damage or loss
- Be prepared for possible power outage
- Monitor issues happening in your community

After

- Conduct debris and mud clean up (use your property insurance provider for aid)
- Figure out classroom availability and possible alternate classroom locations for damaged and unavailable classrooms
- Conduct inspection of sites and seal off damaged areas from access by site seers
- Be prepared for mold inspections and remediation of possible mold damaged areas
- Collect and complete all documentation, including logs, pictures taken, damage assessments, etc.
- Accounting for all overtime performed
- Have returning staff check in time and make sure they are individually managing personal impacts caused by the event
- Prepare staff to collaborate with returning students and their families (may need crisis counseling referrals)
- Report any injuries to workers' compensation (risk management)
- Keep staff well informed of all progress and any concerns

Tsunami

Purpose

The purpose of this annex is two-fold. The first priority is to save lives through Tsunami awareness training and preparedness which equips us to know what to do, whether we have plenty of advance warning or little to no warning. The second priority is to equip us to provide shelter and support for those communities who may be directly affected by a Tsunami. This annex will provide an overview and will include resources you can use to be better prepared.

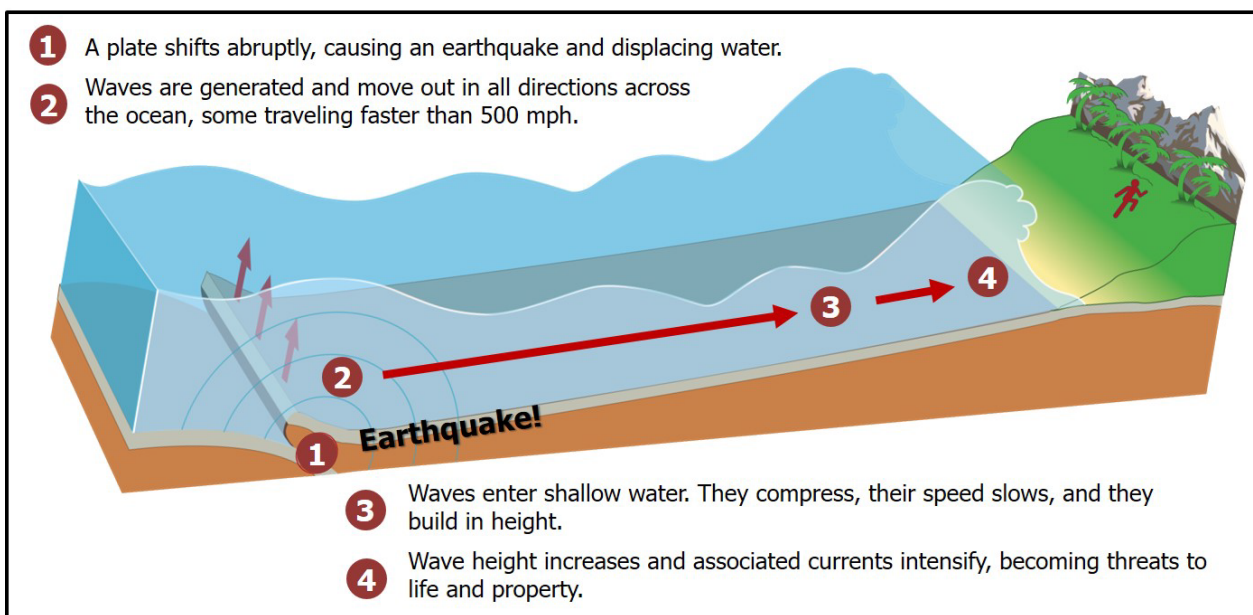


Situation and Assumptions

A tsunami is one of nature’s most powerful and destructive forces. It’s a series (more than one) of extremely long waves caused by a large and sudden displacement of the ocean (after an earthquake, for example). A tsunami radiates outward in all directions from its source and can move across entire oceans in less than a day.

The speed of a tsunami depends on the depth of the water it’s traveling through. The deeper the water, the faster the tsunami. In the deep ocean, tsunamis are barely noticeable, but they can move as fast as a jet plane, over 500 mph. As they enter shallow water near land, they slow to approximately 20 or 30 mph, which is still faster than a person can run.

As they slow down, tsunamis grow in height. In extreme cases, they can exceed 100 feet when they strike near their source. Large tsunamis can flood low-lying coastal areas more than a mile inland.



Text and image credit:

NHMP Tsunami Information Guide, 2019

Large image: Modified from The orphan tsunami of 1700—Japanese clues to a parent earthquake in North America, 1st edition, USGS Professional Paper 1707, by B. F. Atwater and others.

We provide appropriate training to our staff, students, and volunteers, as necessary, to keep them informed of actions and roles that may be needed in a Tsunami incident. Coastal inundation and evacuation maps are provided for our area, and may include adjacent areas and counties. They are sorted, alphabetically, first by County, then by area.

Continuity of Operations (Annex Specific)

Tsunami Categories

A tsunami can be categorized as local, regional, or Pacific-wide. Those terms describe the potential destruction relative to the tsunami source area.

Local (near-source) tsunamis occur soon after the generating event and allow little time for warning and evacuations. Their impact may be large, but in a limited area. For example, in 1958, waves from a local tsunami in Lituya, Alaska ran up 485 meters, but destruction was focused on a small area.

Regional (intermediate) tsunamis are by far the most common. Destruction may be limited because the energy released was not sufficient to generate a destructive Pacific-wide tsunami, or because the source area limited the destructive potential of the tsunami. These events can occur within 15 minutes to 2 hours after the generating event. Areas affected by the tsunamis may not have felt the generating event.

Pacific-wide (distant source) tsunamis are much less frequent, but have a far greater destructive potential. The waves are not only larger initially, but they subject distant coastal areas to their destructive impact as they cross the Pacific basin. For example, the Chilean tsunami of May 22, 1960, spread death and destruction across the Pacific from Chile to Hawaii, Japan, and the Philippines. These events may have long lead times (up to 6 hours), but the breadth of the destruction is wide.

Organization and Assignment of Responsibilities

We utilize the Incident Command System following SEMS/NIMS guidelines for all hazards and threats. For further detail refer to the “Purpose,” “Objectives,” and “Scope” of this EOP found in the Basic Plan section.

Plan Development

Each site lying within areas identified in the Inundation and Evacuation Maps section of this annex should pre-identify evacuation routes and locations to reassemble following a Tsunami event.

Authorities and References

IF YOU ARE UNDER A TSUNAMI WARNING:

- First, protect yourself from an Earthquake. Drop, Cover, then Hold On.
- Get to high ground as far inland as possible.
- Be alert to signs of a tsunami, such as a sudden rise or draining of ocean waters.

- Listen to emergency information and alerts.
- Evacuate: DO NOT wait! Leave as soon as you see any natural signs of a tsunami or receive an official tsunami warning.

Incident Command Actions

Before

- If your site is near a coastal area, learn about the risk of tsunami in the area
- Consult your County EOC to integrate your planning with theirs
- If you are new to the area, ask about community plans
- Learn the signs of a potential tsunami, such as an earthquake, a loud roar from the ocean, or unusual ocean behavior, such as a sudden rise or wall of water or sudden draining of water showing the ocean floor
- Know and practice our community evacuation plans and map out your routes from school, home, and play
- Pick shelters 100 feet or more above sea level, or at least one mile inland. Other schools and/or school districts may be willing to enter into a memorandum of understanding with your district
- Create a family emergency communication plan that has an out-of-state contact. Plan where to meet if you get separated
- Sign up for your community's warning system. The Emergency Alert System (EAS) and National Oceanic and Atmospheric Administration (NOAA) Weather Radio also provide emergency alerts

During

- If you are in a tsunami area and there is an earthquake, first protect yourself from the earthquake. Drop, Cover, and Hold On. Drop to your hands and knees. Cover your head and neck with your arms. Hold on to any sturdy furniture until the shaking stops
- When the shaking stops, if there are natural signs or official warnings of a tsunami, then move immediately to a safe place as high and as far inland as possible. Listen to the authorities, but do not wait for tsunami warnings and evacuation orders.
- If you are outside of the tsunami hazard zone and receive a warning, then stay where you are unless told otherwise by your organization management or other authorities.
- Leave immediately if you are told to do so. Evacuation routes are often marked by a wave with an arrow in the direction of higher ground.
- If you are in the water, then grab onto something that floats, such as a raft, tree trunk, or door.
- If you are in a boat, then face the direction of the waves and head out to sea. If you are in a harbor, then go inland.



After

- Listen to local alerts and authorities for information on areas to avoid and shelter locations.
- Avoid wading in floodwater, which can contain dangerous debris. Water may be deeper than it appears.
- Be aware of the risk of electrocution. Underground or downed power lines can electrically charge water. Do not touch electrical equipment if it is wet or if you are standing in water.
- Stay away from damaged buildings, roads, and bridges.

- Save phone calls for emergencies. Phone systems are often down or busy after a disaster. Use text messages or social media to communicate with family and friends

Tsunami Warnings

Del Norte County Office of Emergency Services

Del Norte Community Alert System - Register

<https://member.everbridge.net/index/892807736723128#/signup>

Del Norte Community Alert System – Update Your Information

<https://member.everbridge.net/892807736723128/login>

Humboldt County Office of Emergency Services (OES)

Humboldt Alert – Register

<https://member.everbridge.net/index/453003085616405#/signup>

Humboldt Alert – Update Your Information

<https://member.everbridge.net/453003085616405/login>

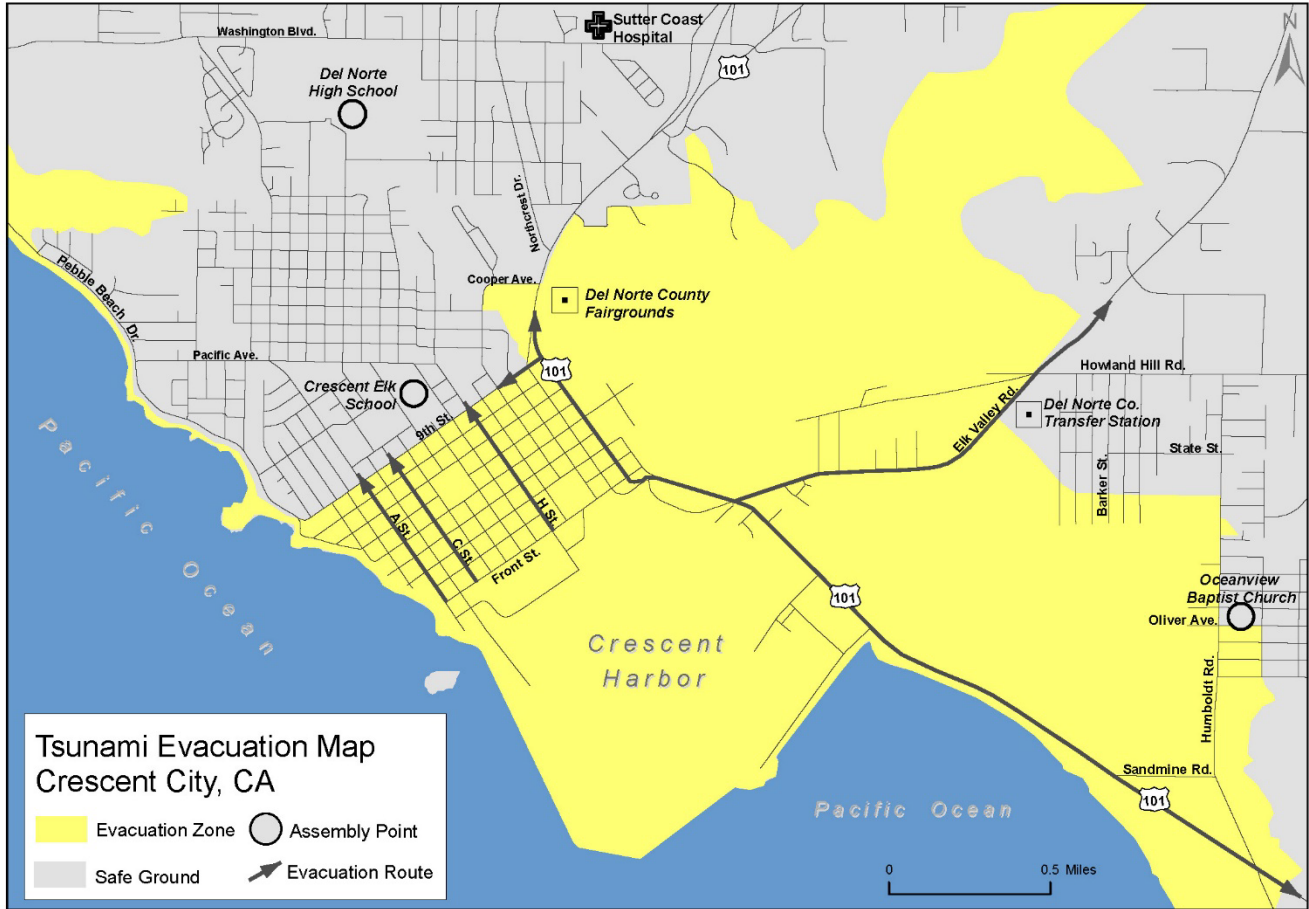
Federal and International Warning Systems

NOAA / National Weather Service – U.S. Tsunami Warning System

<https://ntwc.ncep.noaa.gov/>

Inundation and Evacuation Maps - Del Norte County

Crescent City



Note: This evacuation map is based on the State of California inundation projections and the best currently available scientific information. It is intended for emergency planning purposes only. This map may be revised as new information becomes available.



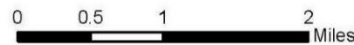
Klamath

Klamath Tsunami Evacuation Zone



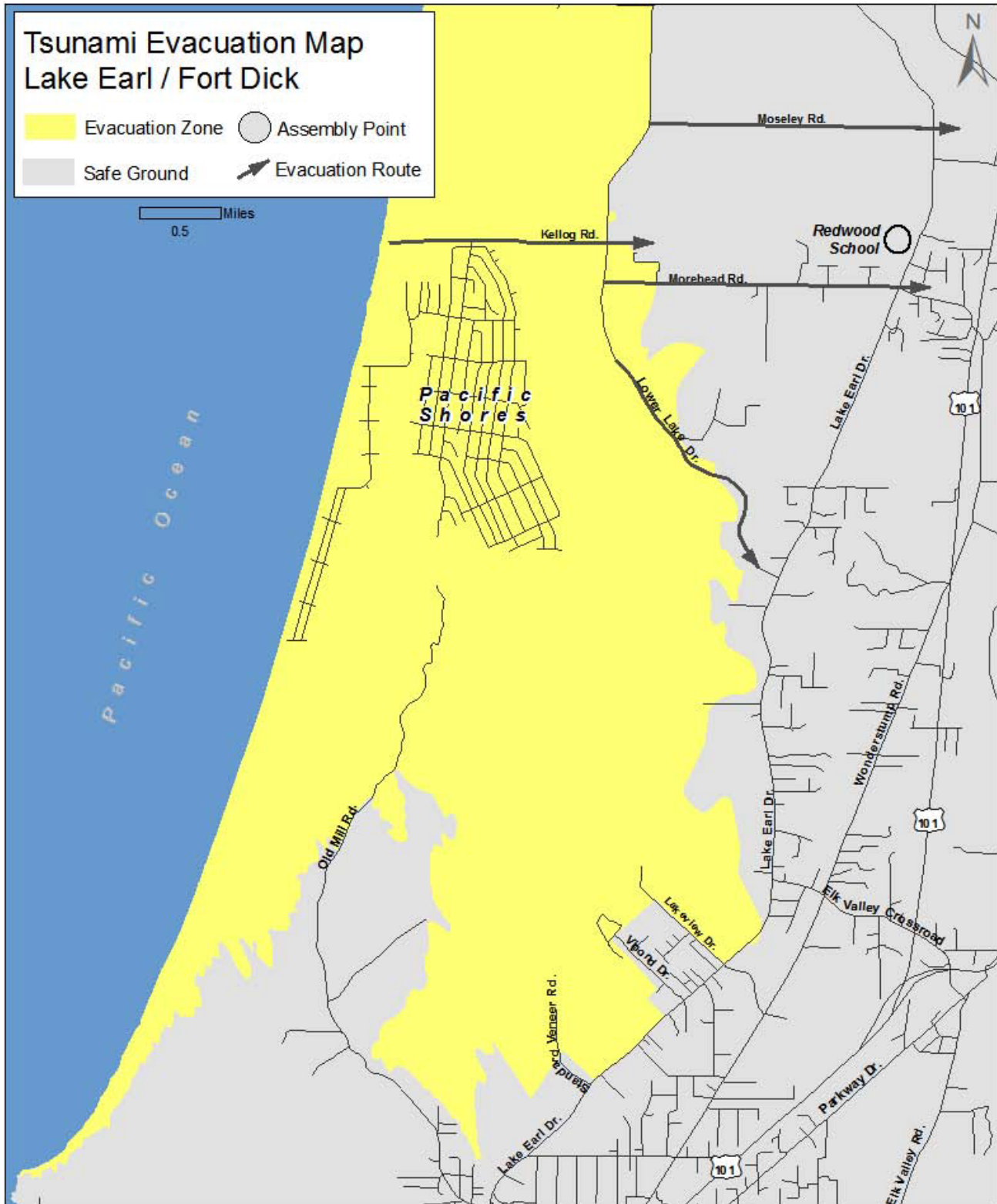
Legend

- Yurok Roads
- Tsunami Evacuation Zone
- Bodies of Water
- Safe Areas



Map Creator: Yurok Tribe Emergency Services
 Date: February 2010
 Sources: Yurok Tribe Land Management & The National Weather Service

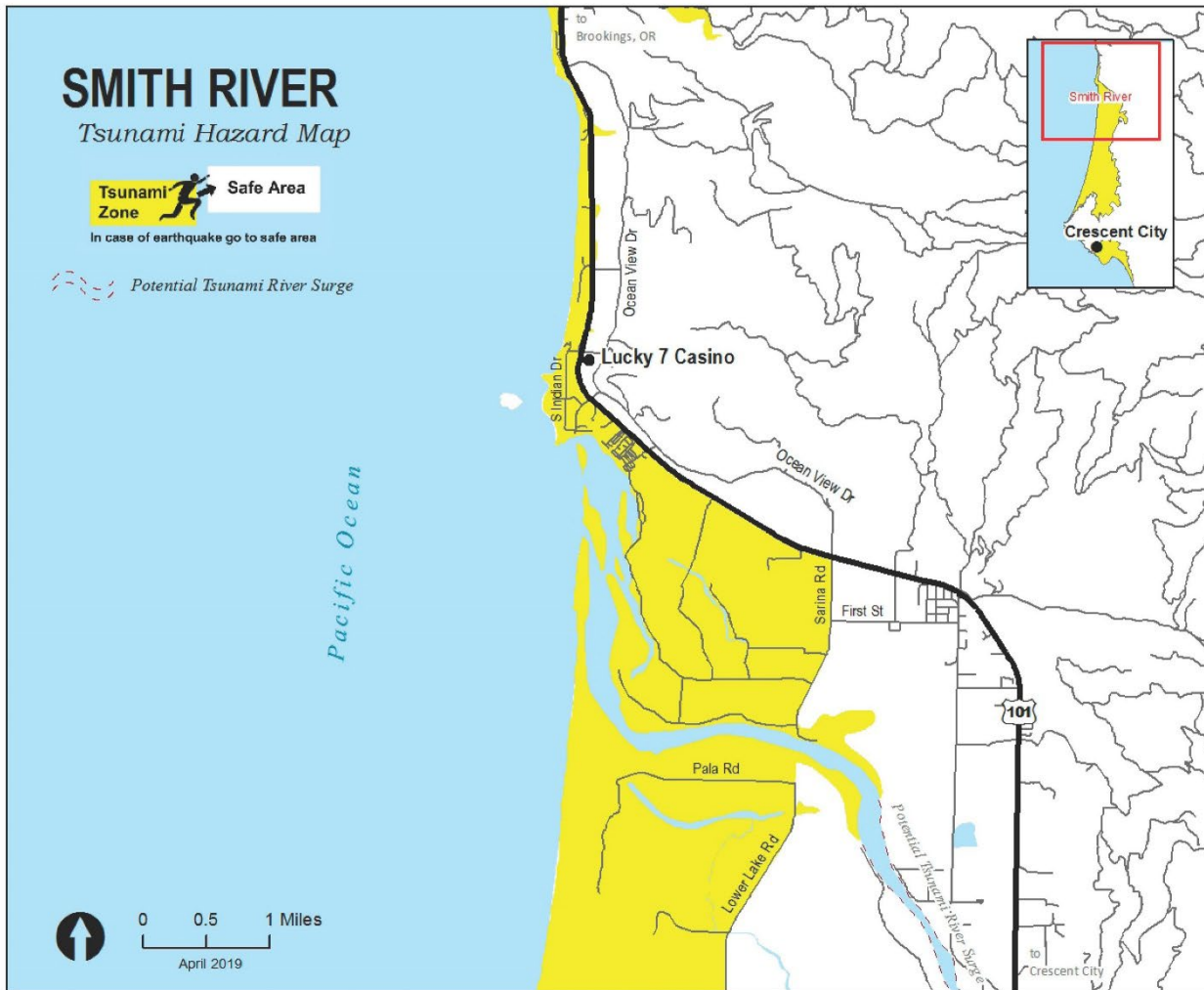
Lake Earl/Fort Dick



Note: This evacuation map is based on the State of California inundation projections and the best currently available scientific information. It is intended for emergency planning purposes only. This map may be revised as new information becomes available.



Smith River



This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be

changed or updated as additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. **It is intended to support tsunami evacuation planning and should not be used for any other purposes.**

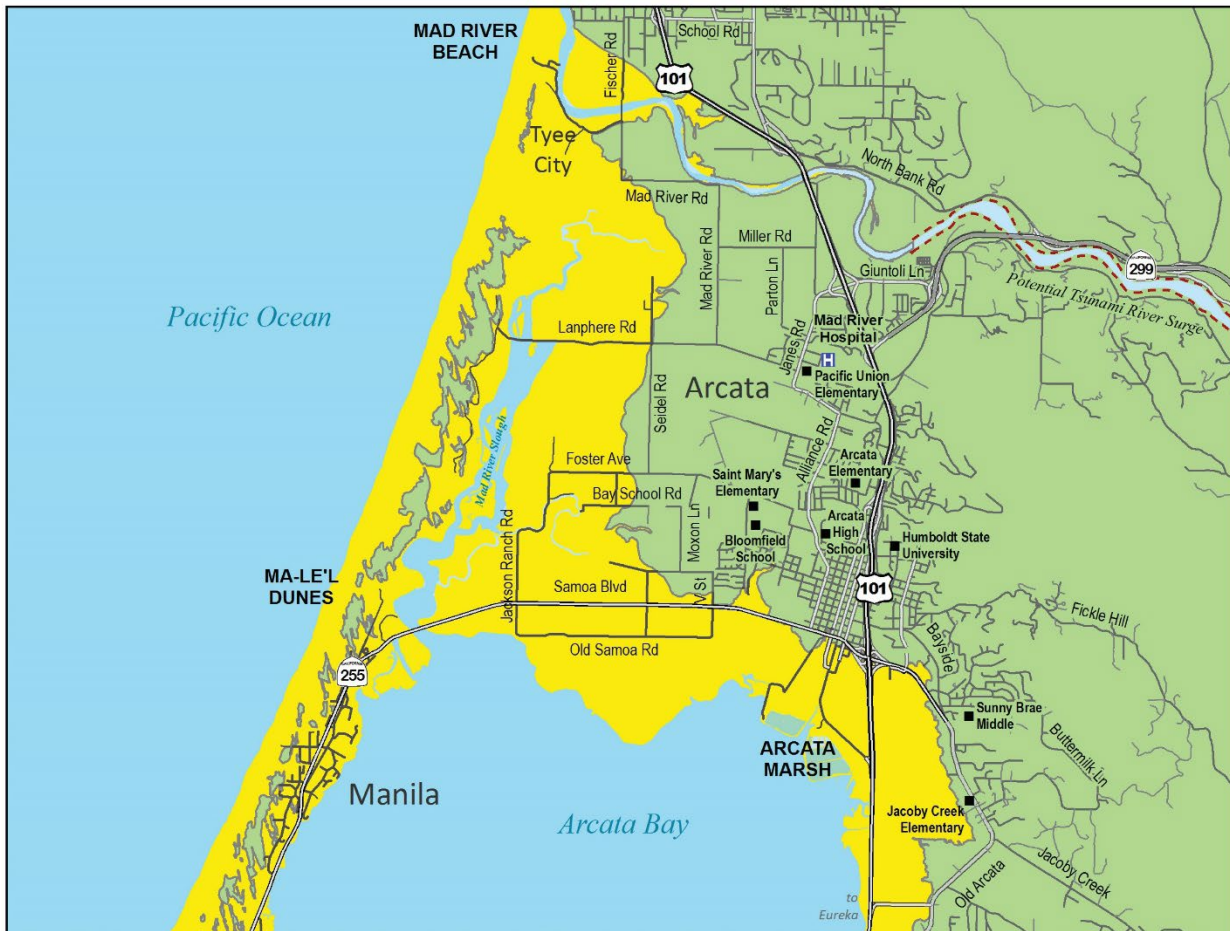
Humboldt County

Humboldt Regional

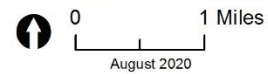


This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Zones developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. It is intended to support tsunami evacuation planning and should not be used for any other purposes.

Arcata



ARCATA
Tsunami Hazard Map



This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as

additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. It is intended to support tsunami evacuation planning and should not be used for any other purposes.

Arcata Bay



ARCATA BAY
 Tsunami Hazard Map

Tsunami Zone
Safe Area

If you feel an earthquake, go to safe area

0 1 Miles
August 2020

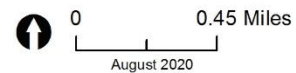
This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as

additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. **It is intended to support tsunami evacuation planning and should not be used for any other purposes.**

Big Lagoon



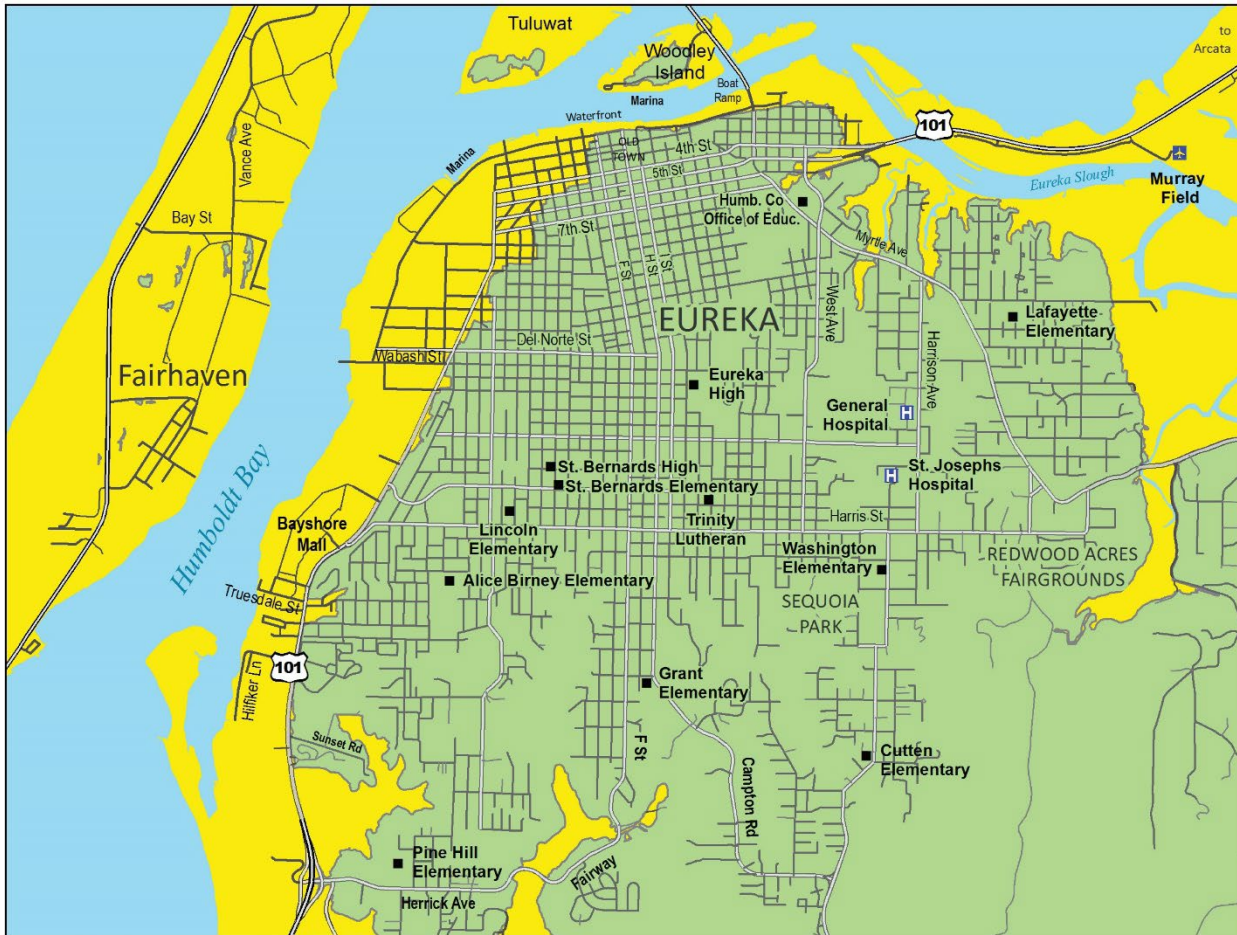
BIG LAGOON
Tsunami Hazard Map



This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as


additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. **It is intended to support tsunami evacuation planning and should not be used for any other purposes.**

Eureka



EUREKA
 Tsunami Hazard Map

Tsunami Zone  **Safe Area**
 If you feel an earthquake, go to safe area

 0 0.6 Miles
 August 2020

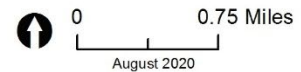
This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as

additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. It is intended to support tsunami evacuation planning and should not be used for any other purposes.

Moonstone & Clam Beach



MOONSTONE & CLAM BEACH Tsunami Hazard Map



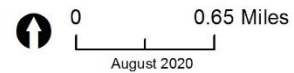
This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as

additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. It is intended to support tsunami evacuation planning and should not be used for any other purposes.

Orick



ORICK
Tsunami Hazard Map



This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as

additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. **It is intended to support tsunami evacuation planning and should not be used for any other purposes.**

Tsunami Natural Warning Signs



TSUNAMI

Tsunamis can be detected using our human senses.
Recognize a tsunami's natural warning signs.

FEEL

- Big local earthquakes may cause tsunamis.
- **FEEL** the ground shaking severely, or for a long time?

SEE

- Tsunami may be preceded by rapid fall in sea level as the ocean recedes, exposing reefs, rocks, and fishes on the sea bottom.
- Tsunami often come ashore as a wall of water, and quickly flood inland.
- **SEE** an unusual disappearance of water, or oncoming wall of water?

HEAR

- Abnormal ocean activity, a wall of water, and approaching tsunami create a loud "roaring" sound similar to that of a train or jet aircraft.
- **HEAR** the roar?

RUN

- Don't wait for official evacuation orders.
- Immediately leave low-lying coastal areas.
- Move inland to higher ground.
- **RUN** if you see a tsunami coming!

List of Historic Tsunamis in California

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/11/2011	Honshu, Japan	Alameda	10:49	0.51	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	Alameda	4:08	0.11	7.5 / 7.7
3/11/2011	Honshu, Japan	Albion	?	0.8	8.3 / 9.0
3/28/1964	Gulf of Alaska	Arena Cove	?	1.8	- / 9.2
11/15/2006	So.Kuril Islands, Russia	Arena Cove	8:16	0.61	7.8 / 8.3
9/30/2009	Samoa Islands	Arena Cove	10:27	0.44	8.1 / 8.0
2/27/2010	Central Chile	Arena Cove	14:14	0.36	8.5 / 8.8
3/11/2011	Honshu, Japan	Arena Cove	9:44	1.74	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	Arena Cove	2:57	0.35	7.5 / 7.7
3/28/1964	Gulf of Alaska	Avila Beach	5:10	1.6	- / 9.2
3/11/2011	Honshu, Japan	Ballona Creek	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Berkeley Marina	?	0.51	8.3 / 9.0
3/11/2011	Honshu, Japan	Bodega Bay/Spud Point Marina	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Bolinas Stinson Beach	?	0.9	8.3 / 9.0
3/28/1964	Gulf of Alaska	Capitola	?	2.1	- / 9.2
3/11/2011	Honshu, Japan	Carlsbad	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Channel Islands Harbor	?	1.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Chula Vista Marina	?	0.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Clipper Yacht Harbor, Sausalito	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Coronado Island Lifeguard HQ	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Coronado Naval Air Base	?	0.3	8.3 / 9.0
11/15/2006	So.Kuril Islands, Russia	Crescent City	8:31	0.88	7.8 / 8.3
8/16/2007	Peru	Crescent City	12:11	0.16	7.9 / 8.0
9/30/2009	Samoa Islands	Crescent City	10:56	0.33	8.1 / 8.0
2/27/2010	Central Chile	Crescent City	15:06	0.64	8.5 / 8.8
3/11/2011	Honshu, Japan	Crescent City	9:47	2.47	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	Crescent City	2:40	0.44	7.5 / 7.7
2/27/2010	Central Chile	Dana Point Harbor	?	0.7	8.5 / 8.8
3/11/2011	Honshu, Japan	Dana Point Harbor	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Del Mar	?	0.9	8.3 / 9.0

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/11/2011	Honshu, Japan	Dolphin Isle Marina, Noyo River	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Emery Cove Yacht Harbor	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Encinitas Batiquitos, San Elijo	?	1	8.3 / 9.0
2/27/2010	Central Chile	Half Moon Bay	?	0.6	8.5 / 8.8
3/11/2011	Honshu, Japan	Half Moon Bay	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Harbor Island West Marina	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Huntington Harbor	?	0.72	8.3 / 9.0
3/11/2011	Honshu, Japan	Imperial Beach	?	0.5	8.3 / 9.0
3/11/2011	Honshu, Japan	Jenner Russian River	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	King Harbor, Redondo Beach	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Klamath River	?	2.5	8.3 / 9.0
11/15/2006	So.Kuril Islands, Russia	La Jolla	9:41	0.1	7.8 / 8.3
2/27/2010	Central Chile	La Jolla	13:28	0.6	8.5 / 8.8
3/11/2011	Honshu, Japan	La Jolla	11:00	0.39	8.3 / 9.0
3/11/2011	Honshu, Japan	La Jolla	?	0.9	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	La Jolla	4:37	0.05	7.5 / 7.7
3/11/2011	Honshu, Japan	Long Beach Marina	?	0.7	8.3 / 9.0
11/15/2006	So.Kuril Islands, Russia	Los Angeles	?	0.11	7.8 / 8.3
9/30/2009	Samoa Islands	Los Angeles	?	0.13	8.1 / 8.0
2/27/2010	Central Chile	Los Angeles	13:41	0.42	8.5 / 8.8
3/11/2011	Honshu, Japan	Los Angeles	?	0.49	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	Los Angeles	4:24	0.08	7.5 / 7.7
3/11/2011	Honshu, Japan	Mare Island	?	0.07	8.3 / 9.0
2/27/2010	Central Chile	Marina Del Rey	?	0.1	8.5 / 8.8
3/11/2011	Honshu, Japan	Marina Del Rey	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Martinez	?	0.06	8.3 / 9.0
3/28/1964	Gulf of Alaska	Martins Beach	?	3	- / 9.2
3/11/2011	Honshu, Japan	Mission Bay	?	0.9	8.3 / 9.0
2/27/2010	Central Chile	Mission Bay San Diego	?	0.6	8.5 / 8.8
3/28/1964	Gulf of Alaska	Monterey	?	1.4	- / 9.2
9/30/2009	Samoa Islands	Monterey	11:38	0.15	8.1 / 8.0
2/27/2010	Central Chile	Monterey	13:57	0.36	8.5 / 8.8
3/11/2011	Honshu, Japan	Monterey	10:01	0.7	8.3 / 9.0

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
10/28/2012	Queen Charlotte Islands, Canada	Monterey	3:30	0.14	7.5 / 7.7
2/27/2010	Central Chile	Morro Bay Harbor	?	0.5	8.5 / 8.8
3/11/2011	Honshu, Japan	Morro Bay Harbor	?	1.6	8.3 / 9.0
3/28/1964	Gulf of Alaska	Moss Landing	?	1.4	- / 9.2
10/18/1989	Loma Prieta, California	Moss Landing	?	1	7.1 / -
2/27/2010	Central Chile	Moss Landing	?	0.3	8.5 / 8.8
3/11/2011	Honshu, Japan	Moss Landing	?	2	8.3 / 9.0
3/11/2011	Honshu, Japan	New Port Beach Harbor	?	0.3	8.3 / 9.0
2/27/2010	Central Chile	Newport Beach	?	0.5	8.5 / 8.8
11/15/2006	So.Kuril Islands, Russia	North Spit Humboldt Bay	unknown	0.17	7.8 / 8.3
2/27/2010	Central Chile	North Spit Humboldt Bay	15:02	0.23	8.5 / 8.8
3/11/2011	Honshu, Japan	North Spit Humboldt Bay	?	0.97	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	North Spit, Humboldt Bay	2:42	0.12	7.5 / 7.7
3/11/2011	Honshu, Japan	Noyo River Harbor	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Ocean Beach	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Oceano Dunes SRA	?	1	8.3 / 9.0
2/27/2010	Central Chile	Oceanside Harbor	?	0.6	8.5 / 8.8
3/11/2011	Honshu, Japan	Oceanside Harbor	?	0.5	8.3 / 9.0
2/27/2010	Central Chile	Oxnard	?	1	8.5 / 8.8
3/11/2011	Honshu, Japan	Oxnard	?	1.2	8.3 / 9.0
3/28/1964	Gulf of Alaska	Pacifica	?	1.4	- / 9.2
3/11/2011	Honshu, Japan	Pacifica	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Pier 39, San Francisco	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Pillar Point Harbor	?	0.7	8.3 / 9.0
2/27/2010	Central Chile	Pismo Beach	?	1.2	8.5 / 8.8
3/11/2011	Honshu, Japan	Pismo Beach	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Platform Harvest	?	0.15	8.3 / 9.0
3/11/2011	Honshu, Japan	Point Arena	?	1.74	8.3 / 9.0
11/4/2000	Pt. Arguello, California	Point Arguello	?	?	?
11/15/2006	So.Kuril Islands, Russia	Point Reyes	8:36	0.33	7.8 / 8.3
9/30/2009	Samoa Islands	Point Reyes	11:02	0.39	8.1 / 8.0
2/27/2010	Central Chile	Point Reyes	14:25	0.46	8.5 / 8.8
3/11/2011	Honshu, Japan	Point Reyes	10:06	1.35	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	Point Reyes	3:15	0.24	7.5 / 7.7
3/11/2011	Honshu, Japan	Port Chicago	?	0.04	8.3 / 9.0
2/27/2010	Central Chile	Port Hueneme	?	0.7	8.5 / 8.8

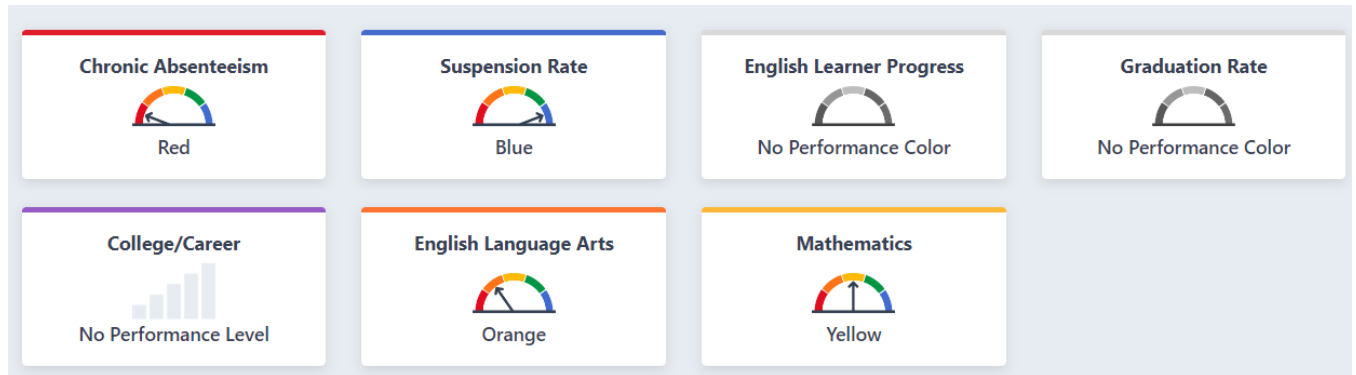
Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/11/2011	Honshu, Japan	Port Hueneme	?	1.4	8.3 / 9.0
11/15/2006	So.Kuril Islands, Russia	Port San Luis	?	0.56	7.8 / 8.3
9/30/2009	Samoa Islands	Port San Luis	11:43	0.28	8.1 / 8.0
2/27/2010	Central Chile	Port San Luis	?	0.8	8.5 / 8.8
3/11/2011	Honshu, Japan	Port San Luis	10:23	2.02	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	Port San Luis	3:54	0.27	7.5 / 7.7
3/11/2011	Honshu, Japan	Pt Loma Sub Base/Ballast Pt	?	0.5	8.3 / 9.0
3/11/2011	Honshu, Japan	Redwood City	11:54	0.12	8.3 / 9.0
11/15/2006	So.Kuril Islands, Russia	Richmond	?	0.09	7.8 / 8.3
3/11/2011	Honshu, Japan	Richmond	?	0.35	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	Richmond	4:04	0.09	7.5 / 7.7
11/15/2006	So.Kuril Islands, Russia	San Diego	?	0.09	7.8 / 8.3
2/27/2010	Central Chile	San Diego	13:30	0.4	8.5 / 8.8
3/11/2011	Honshu, Japan	San Diego	11:20	0.63	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	San Diego	6:00	0.05	7.5 / 7.7
3/28/1964	Gulf of Alaska	San Francisco	5:06	1.1	- / 9.2
11/15/2006	So.Kuril Islands, Russia	San Francisco	9:06	0.16	7.8 / 8.3
9/30/2009	Samoa Islands	San Francisco	11:00	0.1	8.1 / 8.0
2/27/2010	Central Chile	San Francisco	14:46	0.32	8.5 / 8.8
3/11/2011	Honshu, Japan	San Francisco	?	0.62	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	San Francisco	3:48	0.14	7.5 / 7.7
3/28/1964	Gulf of Alaska	San Rafael	?	1.5	- / 9.2
11/15/2006	So.Kuril Islands, Russia	Santa Barbara	?	0.4	7.8 / 8.3
9/30/2009	Samoa Islands	Santa Barbara	?	0.25	8.1 / 8.0
2/27/2010	Central Chile	Santa Barbara	13:56	0.91	8.5 / 8.8
3/11/2011	Honshu, Japan	Santa Barbara	10:40	1.02	8.3 / 9.0
11/29/1975	?	Santa Catalina Island	?	1.4	7.2 / -
3/28/1964	Gulf of Alaska	Santa Cruz	?	1.5	- / 9.2
9/30/2009	Samoa Islands	Santa Cruz	?	0.7	8.1 / 8.0
2/27/2010	Central Chile	Santa Cruz	?	0.9	8.5 / 8.8
3/11/2011	Honshu, Japan	Santa Cruz Harbor	?	1.9	8.3 / 9.0
3/28/1964	Gulf of Alaska	Santa Monica	5:39	1	- / 9.2
11/15/2006	So.Kuril Islands, Russia	Santa Monica	10:08	0.15	7.8 / 8.3
9/30/2009	Samoa Islands	Santa Monica	10:51	0.15	8.1 / 8.0

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
2/27/2010	Central Chile	Santa Monica	13:51	0.64	8.5 / 8.8
3/11/2011	Honshu, Japan	Santa Monica	10:56	0.85	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	Santa Monica	4:19	0.08	7.5 / 7.7
3/28/1964	Gulf of Alaska	Sausalito	?	1.2	- / 9.2
3/11/2011	Honshu, Japan	Scripps	?	0.25	8.3 / 9.0
3/28/1964	Gulf of Alaska	Sea View	?	3.8	- / 9.2
3/11/2011	Honshu, Japan	Shelter Cove Marina, San Diego	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Shelter Island Dock, San Diego	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Silver Strand State Beach	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Smith River	?	2	8.3 / 9.0
2/27/2010	Central Chile	Sunset	?	0.5	8.5 / 8.8
3/11/2011	Honshu, Japan	Tijuana River Wetlands	?	0.2	8.3 / 9.0
3/28/1964	Gulf of Alaska	Tomales Bay	?	1	- / 9.2
2/27/2010	Central Chile	Ventura	?	0.9	8.5 / 8.8
3/11/2011	Honshu, Japan	Ventura Harbor	?	1.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Waldo Point Marina, Sausalito	?	1.5	8.3 / 9.0

Section 3 – Data Analysis

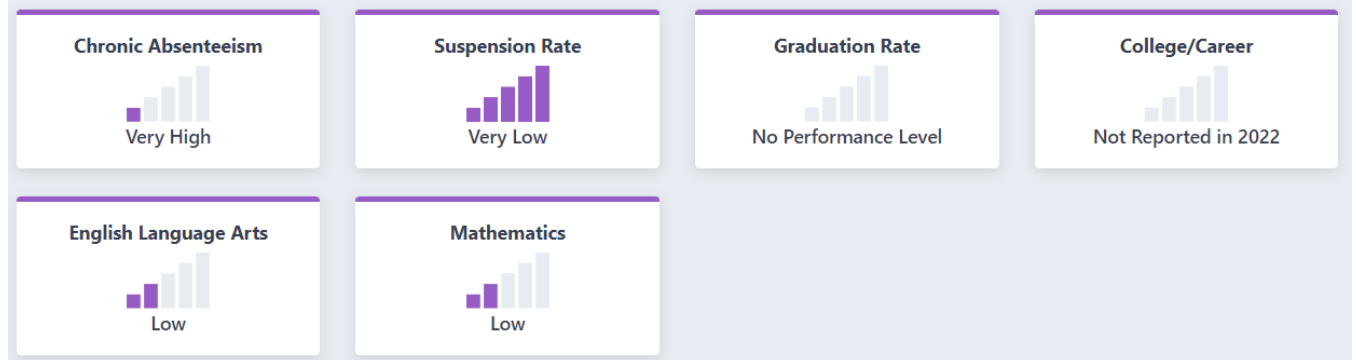
School Performance Overview Dashboard

School Performance Overview – 2023



School Performance Overview – 2022

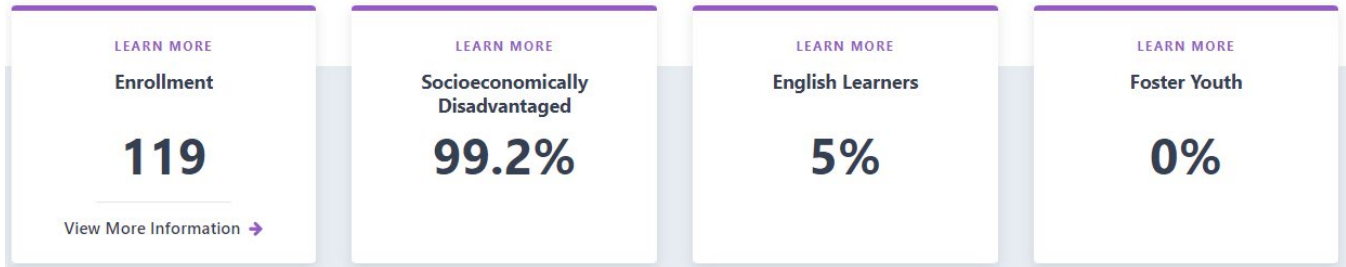
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



School Performance Overview – 2021

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#) and the [COVID-19 Accountability FAQs](#).

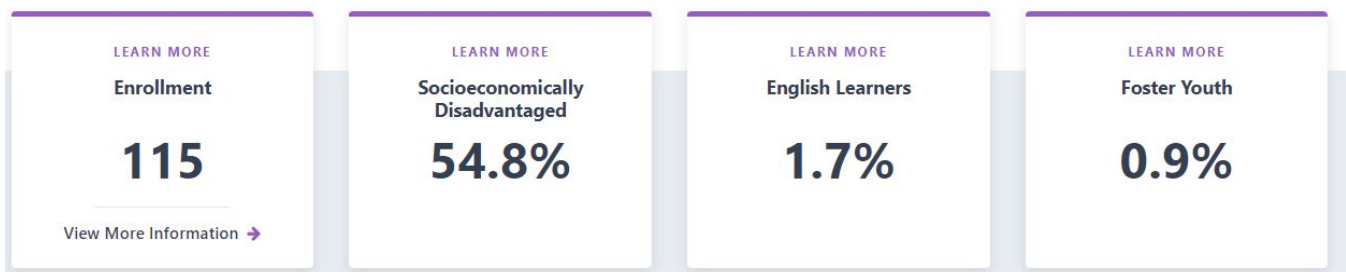
Student Population – 2023



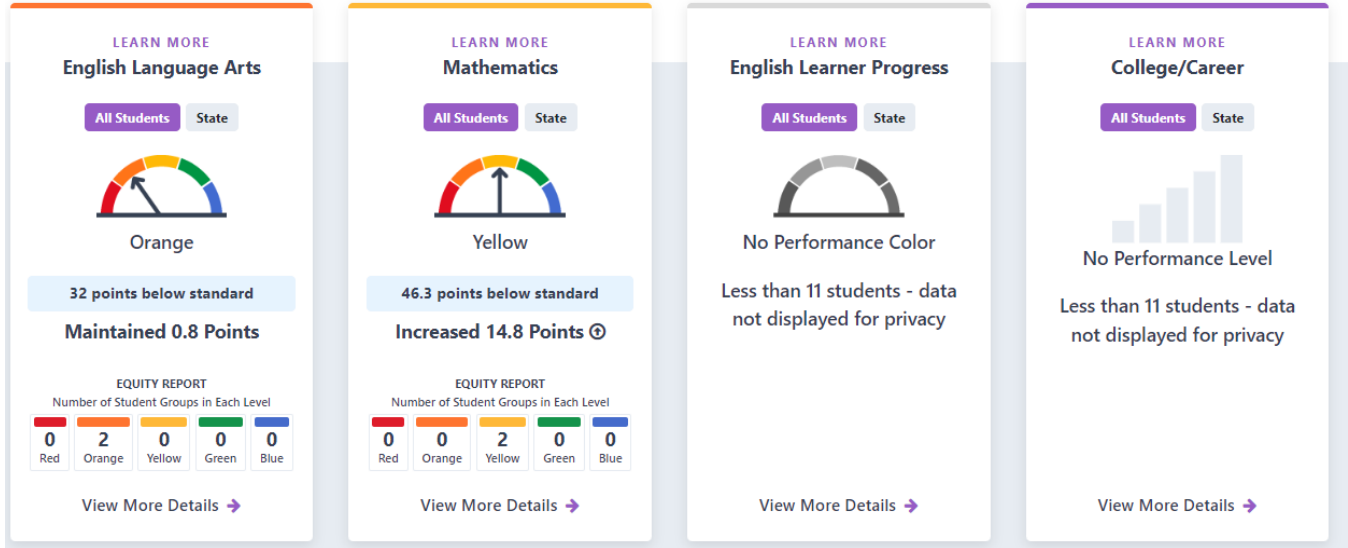
Student Population – 2022



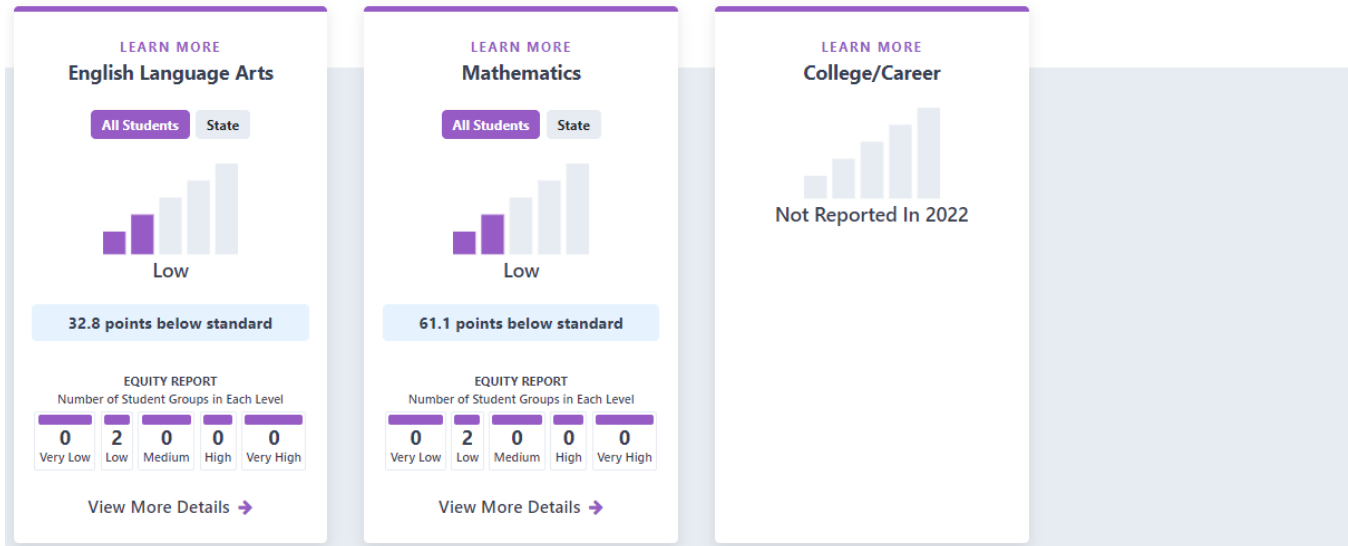
Student Population – 2021



Academic Performance – 2023



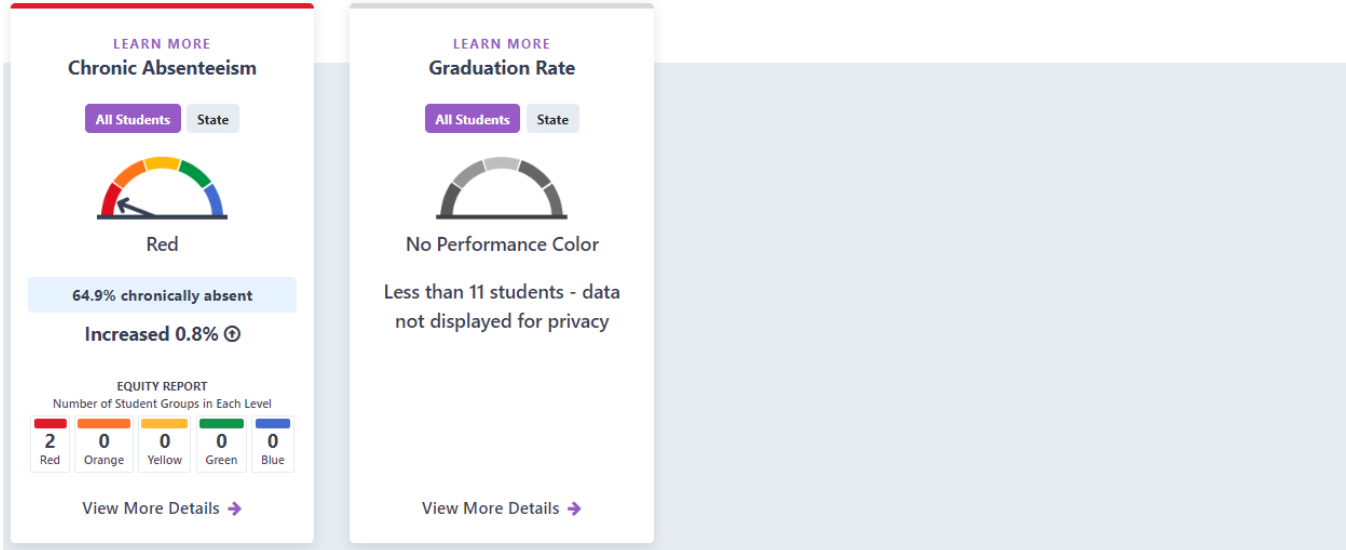
Academic Performance – 2022



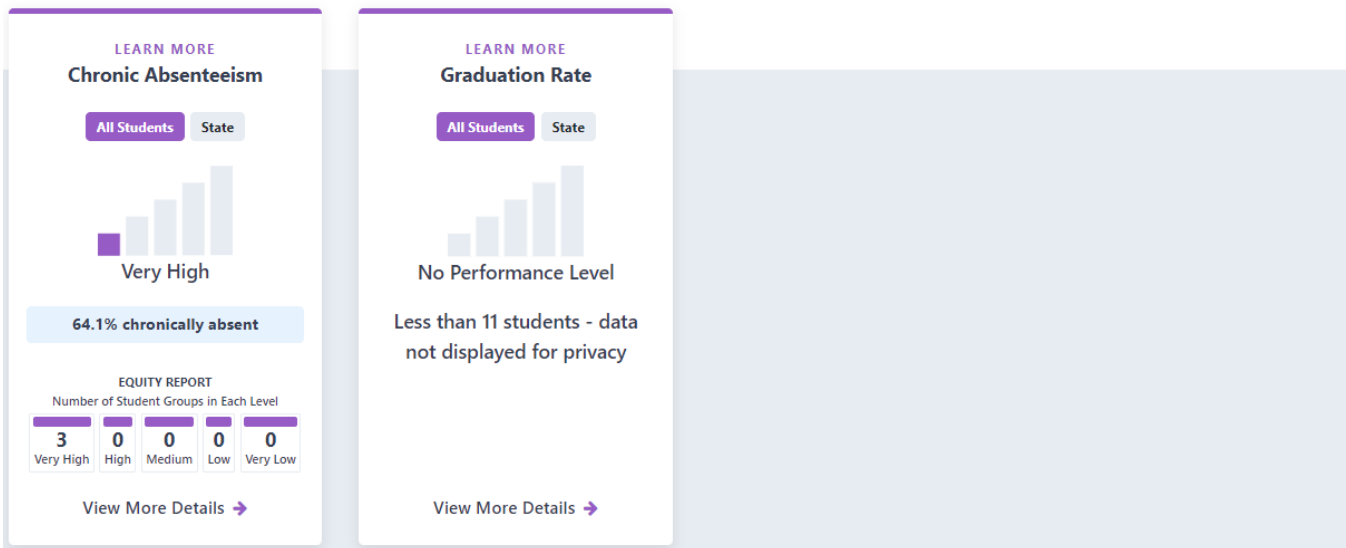
Academic Performance – 2021

Data Not Available

Academic Engagement – 2023



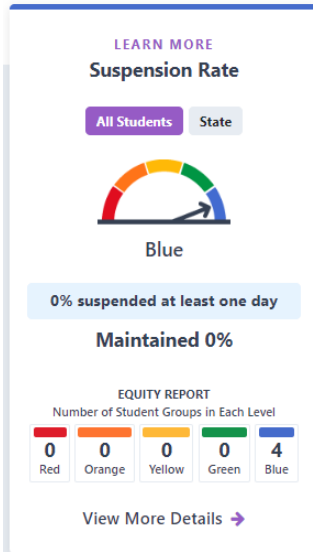
Academic Engagement – 2022



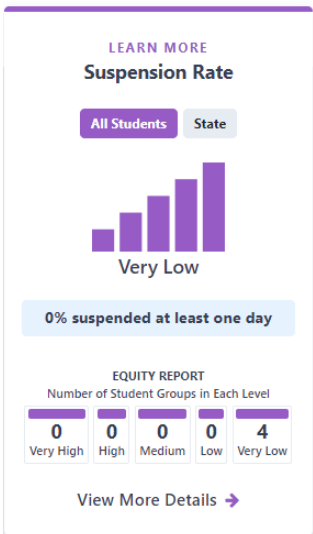
Academic Engagement – 2021

Data Not Available

Conditions and Climate – 2023



Conditions and Climate – 2022

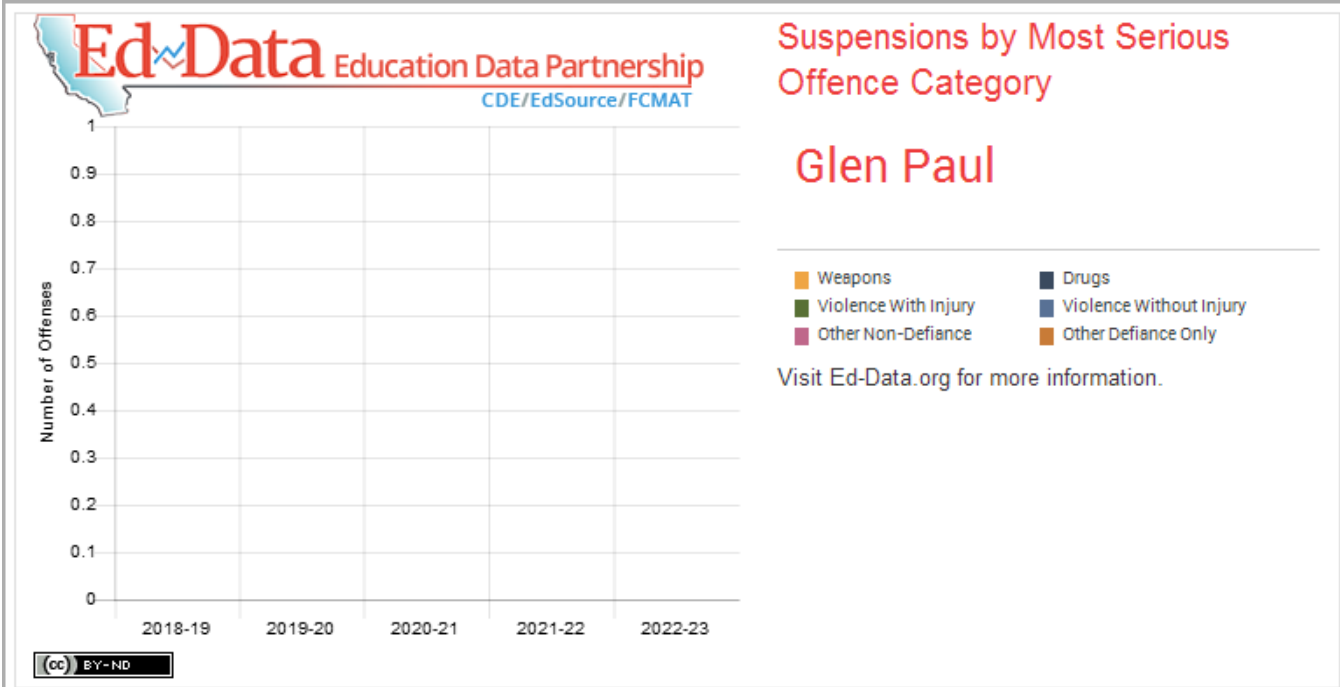
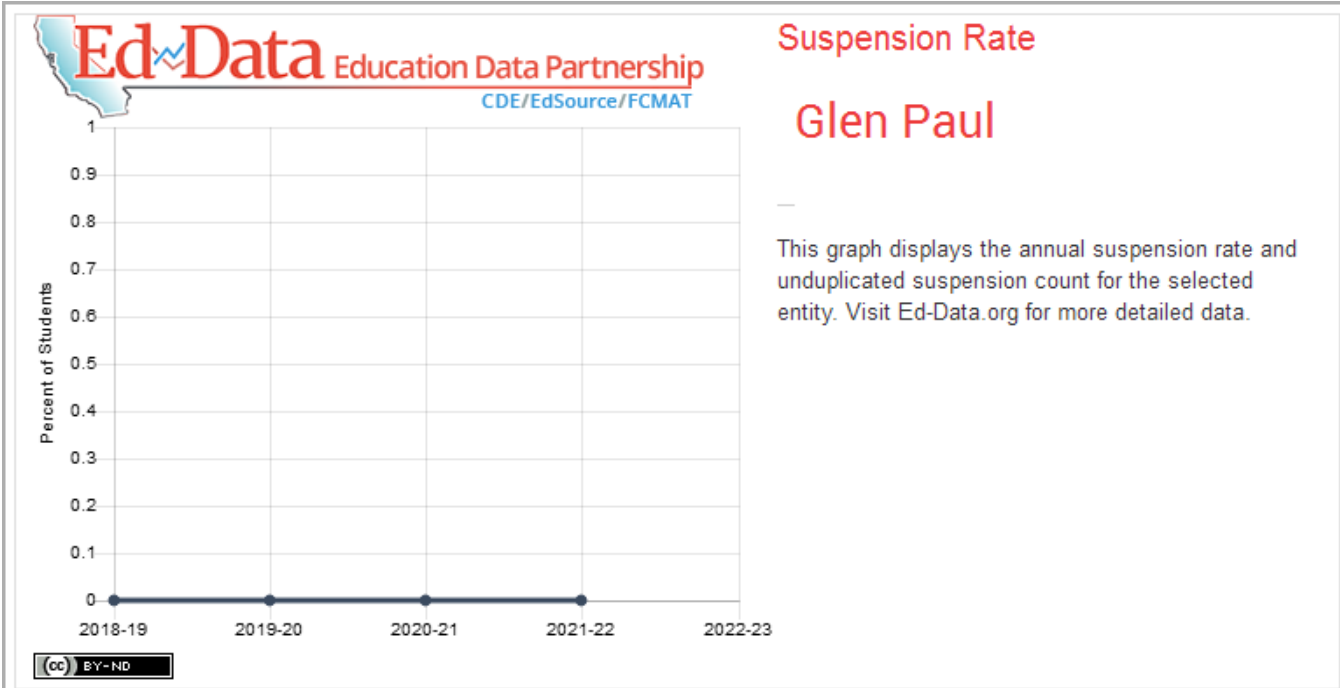


Conditions and Climate – 2021

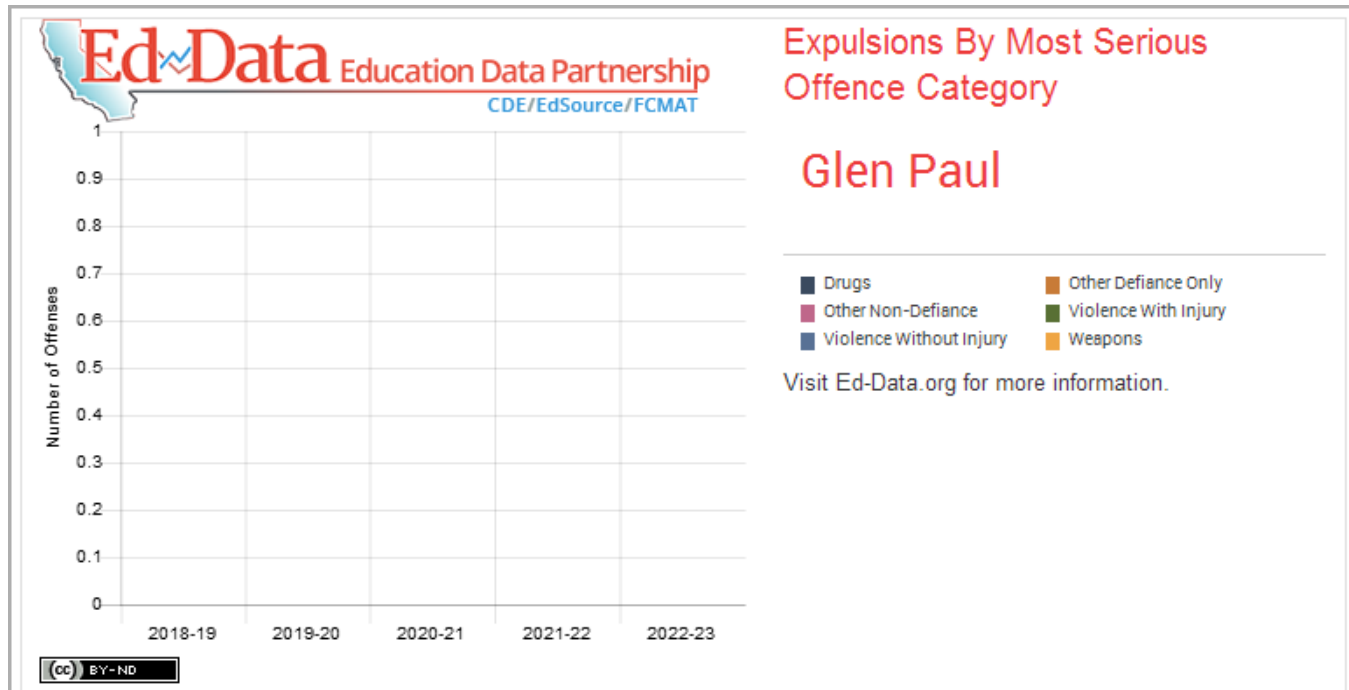
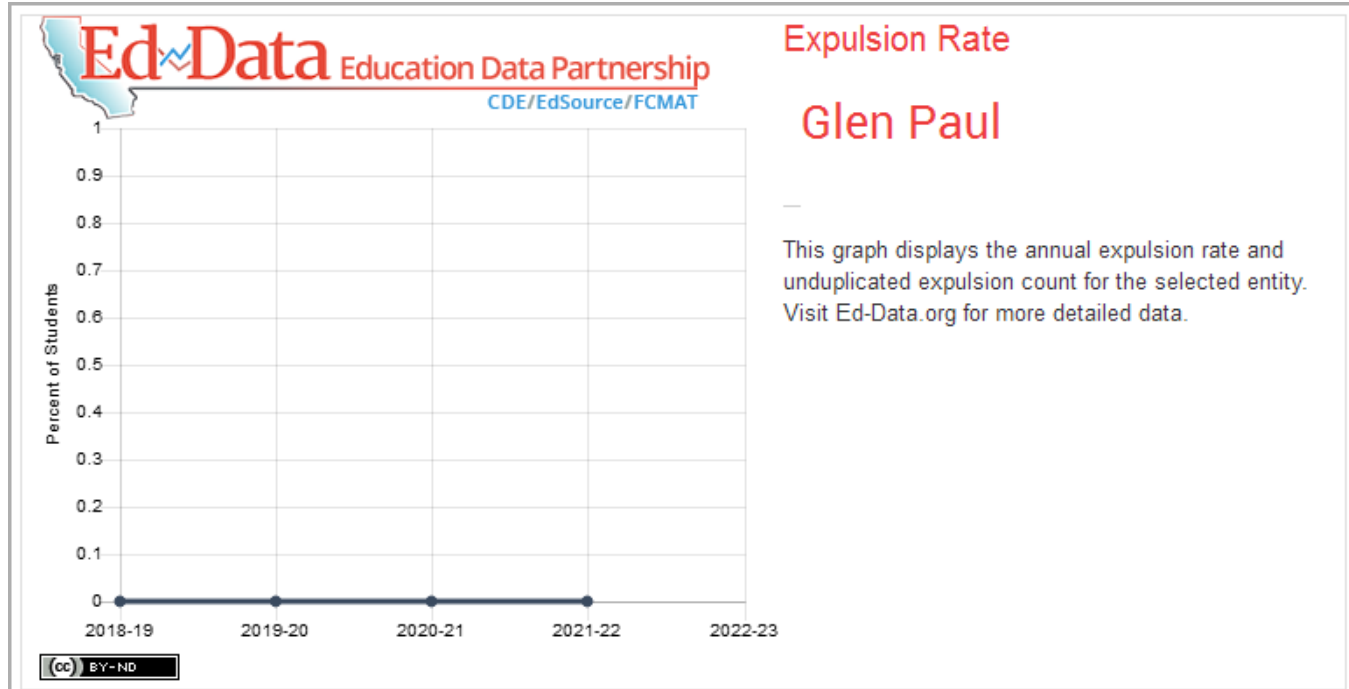
Data Not Available

Suspension/Expulsion Data

Suspension Rate



Expulsion Rate



Drills, Training, and Exercises – Conducted

Fire Drills

9/7/2022
12/7/2022
3/8/2023
5/3/2023

Earthquake Drills (Duck, Cover, Hold)

10/20/2022
2/1/2023

Lockdown Drills

10/5/2022
1/11/2023
4/5/2023

Evacuation

9/7/2022
10/20/2022
12/7/2022
2/1/2023
3/8/2023
5/3/2023

Multi-Option Drills

11/9/2022 – Runaway student drill (for elopement)

Section 4 – Action Plan

Action Plan

Areas of Pride/Accomplishments

- After reviewing the Data Quest 2022-2023 information, Glen Paul continues to be proud of having zero suspensions or expulsions.
- Glen Paul has improved its mathematics state wide testing scores by 14.8 points.
- Glen Paul continues to implement the Universal Meal Program providing free meals to all students regardless of family income.

Findings & Desired Improvements

- The 2022-2023 attendance data review indicated that Glen Paul and the Regional SDC programs have a high percentage of students who are chronically absent (10 days or more).
- The ELA and Mathematics state-wide test scores are still below the state average.
- Continue developing and modifying our assessment and response to dangerous, violent or unlawful activities.

Priorities/Goals

- Glen Paul School and the Regional SDC programs serve only students with significant needs including medically fragile. This student population typically require more absences to accommodate specialized services and out of town appointments.
- Providing Independent Study options and emphasizing the importance of school to parents will play a key part in improving our numbers. Independent study can be provided to Glen Paul students who have out of town appointments.
- Glen Paul School will hold collaborative meetings with parents to problem solve any potential attendance problems and will work with the student's District of Special Education Accountability School Attendance Review Board when needed.
- Glen Paul School will create attendance contracts during our collaborative meetings to discuss and document the school and parents' responsibilities on supporting the student's attendance.
- Glen Paul School will continue to focus on ELA and Mathematics development by providing standard based/grade-level assignments.

Overall Strategies for the 2023/2024 School Year

Component 1 People and Programs (School Climate):

- Glen Paul School will continue to demonstrate the district pillar of "Striving for Outstanding Service" by working collaboratively with District of Special Education Accountability as well as students' families to support better school attendance.

- Better school attendance will also provide our students more access to their academics thus hopefully improving their state-wide assessment scores.

Component 2 Places (Physical Environment):

- Continue attending our County Office Crisis Response team meetings and come up with a plan on environmental/physical modifications to the campus to improve safety.
- Keep working with maintenance on improving our fire/security alarm system.