

Comprehensive School Safety Plan

2023-2024
School Year



School: Potter Junior High School
CDS Code: 37-68114-6038277
District: Fallbrook Union Elementary School District
Address: 1743 Reche Road
Fallbrook, CA 92028-2108
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Date of Review:
- with Staff 1-24-24
- with Law Enforcement 2-14-24
- with Fire Authority

Approved by:

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| Name | Title | Signature | Date |
|------------------|-------------------|--|---------|
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| Jessica Ramirez | Parent |  | 1-24-24 |
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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at 1743 Reche Road, Fallbrook CA 92028-2108.

Safety Plan Vision

The Potter Junior High School learning community has made a commitment to provide the best educational program possible for our students and believe all students will learn at a high level. The quality of our program is a reflection of our highly qualified teaching staff and our dedicated and committed support staff. We work to ensure that our school provides a welcoming, stimulating environment where students feel safe and are actively engaged in learning academics as well as positive behaviors. Through our hard work, together our students will be challenged to reach their maximum potential. The Potter Junior High School staff is committed to address three core beliefs: all students will learn at a high level and achieve success, success breeds success, and we control the conditions of success. Focused on these core values Ready, Respectful, Responsible.

Components of the Comprehensive School Safety Plan (EC 32281)

Potter Junior High School Safety Committee

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

Assessment of School Safety

We regularly assess the current status of school crime at our school and at school-related functions through a review of pertinent data about attendance rates, suspension data, and the California Healthy Kids Survey. As exhibited on the California School Dashboard, FUESD ranks at the top of all public school districts in suspension rate. Chronic Absenteeism is a relative weakness and in need of improvement overall and within all identified student groups.

Suspension Rate Data, LCAP 2022-2023:

All students Suspended: 4.4%, Declined 1.5%

White students suspended: 1.5%, Declined 2.6%

Hispanic students suspended: 5.2%, Declined 1.2%

English Learners suspended: 6.1%, Declined 2.5%

Socioeconomically Disadvantaged suspended: 4.6%, Declined 2.2%

Students with disabilities suspended: 5%, Declined 2.5%

Chronic Absenteeism Data, LCAP, 2022-2023

All students chronically absent: 29.4%, Decline 9.2%

White students chronically absent: 29.5, Decline 12.4%

Hispanic students chronically absent: 30.1%, Decline 8.5%

English Learners chronically absent: 33.5%, Decline 8.5%

Socioeconomically Disadvantaged chronically absent: 31.2, Decline 8.8%

Students with disabilities chronically absent: 38.2%, Decline 14.8%

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

It is a priority of the staff and administration in Potter Junior High School that every student has access to a safe physical and emotional learning environment. Our staff provides a nurturing, structured, and inclusive learning environment in which all students can feel comfortable and take pride in their school and their achievements. Our administration encourages staff to model good citizenship and teach students respect, and dignity and employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, and positive student conduct. Our school district promotes restorative practices and a comprehensive PBIS program in order to encourage attitudes and behaviors that foster positive relations.

Potter Junior High School implements procedures to ensure safe ingress and egress for students, parents and employees to and from the school. Physical security measures in place include fencing across the entire perimeter of the school, one point of entry through the front office, and active supervision by many adult staff members. Entrance to the campus during the school day is limited to staff, students, and parents with an appointment or pre-approved purpose/activity. All visitors are required to register in the office upon entering the school premises during school hours. Visitor management protocols using the Raptor system are in place to screen individuals prior to entering a campus or school building. Emergency Communications tools are used to alert parents and employees through Infinite Campus, social media, and the school website.

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

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

1. A physical injury or death inflicted by other than accidental means on a child by another person.

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1.
3. Neglect of a child as defined in Penal Code 11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4.

Child abuse or neglect does not include:

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

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

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

Reportable Offenses

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

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

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

Responsibility for Reporting

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

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

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

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

Reporting Procedures

1. Initial Telephone Report

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

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

2. Written Report

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

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
 - b. The child's name and address, present location, and, where applicable, school, grade, and class.
 - c. The names, addresses, and telephone numbers of the child's parents/guardians.
 - d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
 - e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

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

Release of Child to Peace Officer

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

Parent/Guardian Complaints

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

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

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

Notifications

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

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

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

The Superintendent or designee also shall notify all employees that:

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

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

| Type | Definition |
|---|--|
| STATUS | ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume. |
| | EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment. |
| RESTRICTED MOVEMENT & ACCESS | <p>LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> • Lock the doors; • Close and lock windows, and close blinds or cover windows; • Turn off lights; • Silence all electronic devices; • Remain silent; • Use strategies to silently communicate with first responders if possible, • Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and • Remain in place until the release from lockdown by school administration or evacuated by law enforcement. |
| | SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured. |

| | |
|----------------------|--|
| | <p>SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.</p> |
| | <p>TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.</p> <ul style="list-style-type: none"> • Move students and staff into the school’s permanent buildings, on the ground floor. • Group students/staff together at the furthest point away from windows on the floor. • Face the wall with backs to the windows • Crouch down on knees and elbows • Hands covering the back of their head/neck • If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. <p>An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</p> |
| | <p>DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site’s buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p> |
| EVACUATION | <p>EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.</p> <p>OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p> <p>EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p> |
| REUNIFICATION | <p>STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> • Maintaining accurate information on the location of each child. • Preventing unauthorized individuals from having access to or removing children. • Verifying the identity of individuals coming to take custody of children. • Verifying each individual has the legal right to take custody the child for which they have asked. • Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up. |

Disaster Plan (See Appendix C-F)

Potter Junior High School will take all necessary measures to keep students, staff, and visitors safe in the event of a disaster. Potter Junior School’s Emergency Procedures and Disaster Preparedness Plan is shown in Appendix C through F and accomplishes the following:

- Incorporates strategies of the Incident Command System, the Standardized Emergency Management System, and the National Incident Management System.

- Maps out specific evacuation procedures within the school building disaster plan.
- Provides guidance for an emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake.
- Identifies emergency response training and exercise opportunities for students and staff.

In the event of a significant emergency involving FUESD schools, the San Diego Sheriff's Department and/or Cal Fire Department will establish incident command to take control of and manage all aspects of the incident. All school district personnel are expected to follow their commands.

Adaptations for Students with Disabilities

The school uses this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency. Disaster procedures 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 require the annual evaluation of the comprehensive school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities. School employees, parents, guardians, and students are able to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The principal, if they determine there is merit to a concern, is to direct the school site council or school safety planning committee as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, and specified.

This Annex is designed to help the school in planning for both students and staff with specific functional or access needs.

Standard Building Evacuation Systems

A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101, Life Safety Code for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101", Life Safety Code", for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72", National Fire Alarm Code, defines a notification appliance as "a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof."

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system. Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building's alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Mobility Impairment

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?

People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs

should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one's arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?

Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a "firefighters" keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

Are Lifts Available?

If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building's emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?

Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?

People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?

One Person

When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People

When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of

people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?

Visual Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

Hard of Hearing or Deaf

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System

People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies

The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
 - o Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
 - o Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with “closed captioning” at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don’t block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building’s alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

Speech Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Cognitive Impairment

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate. Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures

- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAY FINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?

- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Public Agency Use of School Buildings for Emergency Shelters

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

The Board shall grant the use of school buildings, grounds, and equipment to the American Red Cross for mass care and welfare shelters during disasters or other emergencies affecting public health and welfare. (Board Policy 3516)

Safety Plan Review, Evaluation and Amendment Procedures

The Potter Junior High School Comprehensive School Safety Plan will be reviewed, evaluated and amended (if necessary) in the Fall of each school year by the School Site Council, Staff, and Assistant Principal. Pursuant to Education Code Section 35294.6[a] An opportunity for public comment on this plan is provided during this meeting, prior to the plan's adoption.

An updated file containing all safety-related plans and materials are available for public inspection in the Potter Junior High School Office. Documentation of this meeting will be filed alongside the plan and then recorded and may include the meeting agenda, minutes, and copies of materials provided for the plan presentation.

Safety Plan Appendices

Emergency Contact Numbers

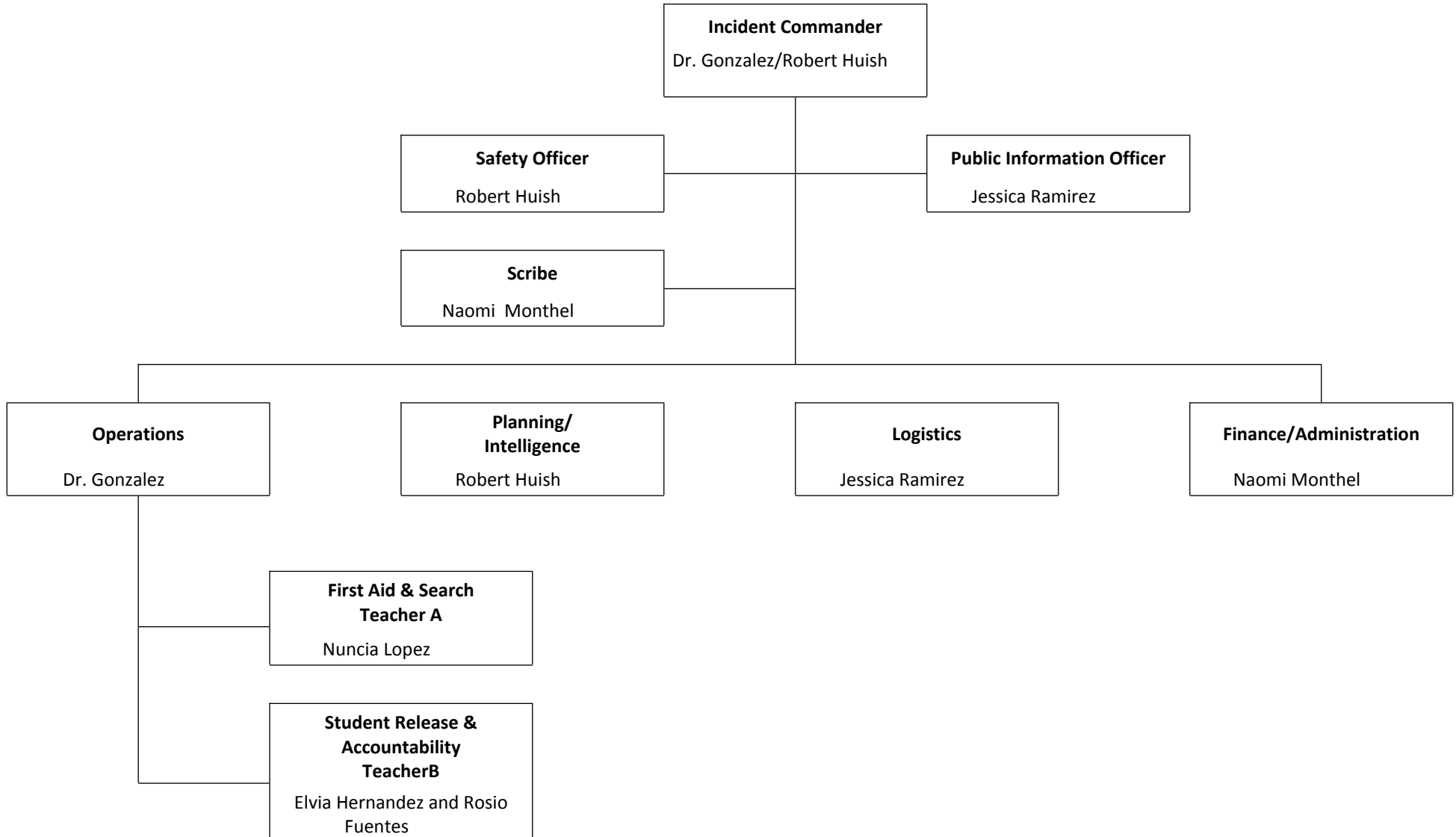
Utilities, Responders and Communication Resources

| Type | Vendor | Number | Comments |
|--------------------------------|---|----------------|----------|
| School District | Superintendents Office - Angie Arellano | (760) 731-5420 | |
| School District | Assist. Sup. Student Support Services - Leonard Rodriguez | (760) 731-5419 | |
| School District | Facilities Department | (760) 731-5436 | |
| School District | Transportation Department | (760) 723-7075 | |
| Law Enforcement/Fire/Paramedic | San Diego Sheriff's Fallbrook Substation | (760) 451-3100 | |
| Law Enforcement/Fire/Paramedic | North County Fire Protection District | (760) 723-2005 | |
| Local Hospitals | Temecula Valley Hospital | (951) 331-2200 | |
| Law Enforcement/Fire/Paramedic | MCB Camp Pendleton Provost Marshall | (760) 725-3888 | |
| Law Enforcement/Fire/Paramedic | MCB Camp Pendleton Fire Department | (760) 725-3333 | |
| Local Hospitals | MCB Camp Pendleton Naval Hospital | (760) 725-1304 | |

Safety Plan Review, Evaluation and Amendment Procedures

| Activity Description (i.e. review steps, meetings conducted, approvals, etc) | Date and Time | Attached Document (description and location) |
|---|----------------------|--|
| Admin meeting to review and discuss CSSP and student SEL needs | 7/18/23 | CSSP, PJH |
| First Staff Meeting – Site Safety Plan and goals | 8/9/23 | CSSP, PJH Bowers |
| Admin/Counselor Meeting - Behavior Data review, CHKS and Panorama Survey data review, CSSP review | 8/25/23 | CSSP, PJH |
| Meeting with Boys and Girls Club to discuss logistics for before and after school program | 8/25/23 | CSSP and Evacuation Map, PJH Boys & Girls Club Annex |
| Student Expectation Assembly and videos created to include arrival and departure/break and lunch/Bathroom and shared during PNN morning announcements aligned with CSSP | 8/17/23 and 8/18/23 | CSSP, PJH PNN |
| Panorama Survey data review and a line with Comprehensive Site Safety Plan | 9/8/23 | CSSP, PJH Office |
| Social Emotional Supports Admin, Counselor and Psychologist discussed and included in the Safety plan and HAWT team | Weekly, 10:00 am | CSSP, PJH Room 52 |
| PBIS Meeting to review Data and goals and align with CSSP | 11/15/23 | CSSP, PBIS Goals, PJH |
| Site CSSP presented to the School Site Council. | TBD | PJH |
| School Safety Plan Submitted to local law enforcement for review and signature | TBD | FUESD |

Potter Junior High School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

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Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 4 different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a major medical incident

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as an intruder on campus. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

Soft Lockdown: followed by “In Your Room or Area, Clear the Halls” and is used when the hallways need to be kept clear of occupants and staff. **Secure:** followed by the Directive: “Get Inside. Lock Outside Doors” and is the protocol used to safeguard students and staff within the building.

Hard Lockdown: followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep students quiet and in place.

Evacuate: always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.

Shelter: always followed by a type and a method and is the protocol for group and self-protection.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. Be calm, direct, and clear in your announcements. Using the Standard Response Protocol, there are four different actions. These are communicated over the phone system and are kept simple.

Hold: Get students inside and lock the doors. Learning continues as normal. Adults ensure that the doors are locked and account for all students. The adult in charge of students will call the office.

Shelter: Stay in the room; stay away from windows, stay away from bookshelves, filing cabinets, or anything that may fall on a person. Remain in place and take appropriate precautions until all clear is given. Typical for earthquake drills. Typically followed by an evacuation response.

Evacuate: Staff and students evacuate to a designated area. Teachers ensure that all students are out, doors are locked, and students are accounted for at the designated safe zone. Notify administration if students are missing, indicate if extra students are present or if there are injuries requiring assistance. Return to classrooms when given all clear and account for all students. Students, proceed in an orderly manner and stick together as a class.

Lockdown: Lock the doors, turn off the lights, get out of sight and be prepared to evade or defend. Adults recover students from outside, lock the doors and make sure the lights are off. Adults are in charge of the door. Students, move away from lines of sight (doors and windows), maintain silence, and do not open the door.

Hazard Safety Strategy: depending on the hazard, any of the four responses may be taken. The direction will come from the site commander or operations.

Types of Emergencies & Specific Procedures

Aircraft Crash

In the event that any of the above occur on campus the following actions will be taken: Warnings of these are usually by sight, sound or fire. Use your best judgment in deciding the evacuation path. Emergency response will depend on the size of the aircraft, the nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school.

STAFF ACTIONS:

Notify the Principal.

Move students away from the immediate vicinity of the crash.

EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene.

Take class roster/nametags and emergency backpack.

Check the school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the Principal/designee and emergency response personnel.

Maintain control of the students a safe distance from the crash site.

Care for the injured, if any.

Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify the police and fire department (call 911).

Determine immediate response procedures, which may include EVACUATION,

OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.

Notify the District Superintendent, who will contact the Office of Emergency Services.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine the extent of injuries.

Do not re-enter the building until the authorities provide clearance to do so.

Aircraft crashes near school.

STAFF ACTIONS:

Notify the Principal.

Move students away from the immediate vicinity of the crash.

Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify the police and fire department (call 911).

Initiate SHELTER IN PLACE, if warranted.

Initiate REVERSE EVACUATION for students and staff outside or direct them to designated area until further instructions are received.

Ensure that students and staff remain at a safe distance from the crash.

Notify the District Superintendent, who will contact the Office of Emergency Services.

Fire department officials will secure the area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do.

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal. Close doors and lock tables as a means of isolating the animal.
- If the animal is outside, keep students inside and institute a LOCKDOWN.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal
- Contact the Marin Humane Society for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, EVACUATE students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

Armed Assault on Campus

LOCKDOWN PROCEDURES:

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. LOCKDOWN is not normally preceded with an announcement over the PA and hand held radios. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

- Make an announcement in person directly or over the public address system and Radios:
- Example: "The school is going into lock-down. Please secure all doors and windows. We are in lockdown." Additionally, "Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies; give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so and turn off lights.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- Desks may be placed in front of the door.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

MAKE SURE STUDENTS KNOW AHEAD OF TIME:

Students who are not in classrooms when a lock-down occurs should seek refuge wherever they can find a safe place away from danger. This may mean going to a classroom if they are able to enter before the room is locked. This may also mean running off campus in the event of a real lockdown if they cannot get into a room. For students that can't get into a room during the drill, they are to go to the library.

LOCKDOWN, SPECIAL CIRCUMSTANCES

- Students and staff go into the nearest classroom.
- Field/blacktop use gymnasium, locker room or nearest classroom
- Quad use Bowers or nearest classroom
- Students at lunch line use cafeteria
- If on the field during an intruder lock-down, the specific incident should dictate student and staff actions (running to the nearest room and/or running off campus).
- Prior to locking your doors, students should be allowed to enter ANY available room.
- If staff is in a different classroom, the lounge or office, **STAY THERE** (Do not attempt to make it to your classroom).
- Prior to locking your doors, students should be allowed to enter ANY available room.
- Turn off lights, then Drop and Cover out of sight from the exterior to the classroom.
- Students are to remain quiet and follow directions.
- Do not open doors until administration gives an all clear.
- Wait until restroom usage clearance has been given to use outside restrooms.
- Do a headcount of all students, staff, and visitors in the room.
- Account for all persons in your room by writing down student names, grade, and teacher. Account for all non-students as well.
- Wait for further directions. The situation will determine specifics.
- Staff members have cell phones turned on and available.
- **ONLY AFTER RECEIVING THE ALL-CLEAR ANNOUNCEMENT:**
- Take student attendance for the current period to confirm students in the room.
- Log onto FUSED Gmail (www.gmail.com) e-mail, if feasible.
- Watch for urgent message from the administration
- Reply to sender. Indicate those students who are injured, students who are absent, students who are currently missing from your classroom and are out on campus, and students who are in your classroom seeking refuge.
- If email is unavailable, call ext. 9868 or 4210 to report those students who are injured, students who are absent, students who are currently missing from your classroom and are out on campus, and students who are in your classroom seeking refuge. If evacuated, bring attendance form and stay with students.

HOSTAGE SITUATION:

- Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- Call 911. Provide all known essential details of the situation:
- Number of hostage takers and description
- Type of weapons being used
- Number and names of hostages

- Any demands or instructions the hostage taker has given
- Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have the school liaison wait at the assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

STAFF ACTIONS:

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.
- Alert the principal/site administrator.
- Account for all students.

INTRUDER:

- All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:
- All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor. - California Penal Code Title 15, Chapter 1.1 p 627.2.
- To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate LOCKDOWN.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
- "What can we do to make this better?"
- "I understand the problem, and I am concerned."
- "We need to work together on this problem."
- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep the subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep the intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate the intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.

SHOOTING

- Immediate response to a rapidly changing incident is critical. In most cases, initiate LOCKDOWN procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Remain calm. Do not confront the shooter(s).
- Assess the situation:
- Is the shooter in the school?
- Has the shooter been identified?
- Has the weapon been found and/or secured?
- Depending on the situation, initiate LOCKDOWN or EVACUATION, as appropriate.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. LOCKDOWN).
- Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
- Ensure injured students and staff receive medical attention.
- If the shooter has left, secure all exterior doors to prevent re-entry.
- If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- Keep the crime scene secure. Organize OFF-SITE EVACUATION, if necessary, or prepare to continue with classes.
- Isolate and separate witnesses.
- Gather information for police about the incident and everyone involved with it:
- Name of suspect(s)
- Location of shooting
- Number and identification of casualties and injured
- Current location of the shooter(s)
- Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
- Prepare letters for students to take home to their families.
- Arrange for immediate crisis counseling for students and staff.
- Provide liaison for family members of injured students and staff members.
- Debrief staff and school police officers.
- Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

STAFF ACTIONS:

- If gunfire is heard inside the school, implement LOCKDOWN immediately. Do not wait for the LOCKDOWN announcement.
- Alert the principal/site administrator.
- Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to the closest classroom.
- Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Implement LOCKDOWN or EVACUATION, as appropriate.
- Provide first aid for victims, if needed.
- Account for all students.
- Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.
- Assist police officers- provide identity, location and description of individual and weapons.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library.
- Lock the door or move furniture or trash can to bar access to the room.

- Remain quiet until further instructions are provided by the principal or law enforcement.

THREATS/ASSAULTS

- Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - Is the individual moving towards violent action?
 - Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
- Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be LOCKDOWN or EVACUATION. Cancel all outside activities.
- Respond to students who are prone to overt displays of anger in a calm, non confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Facilitate a meeting with student(s) and family to review expectations.
- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- Inside the classroom, institute LOCKDOWN. Close all curtains and blinds.
- Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- Remain with students until ALL CLEAR is given.

Biological or Chemical Release

AIR POLLUTION ALERT

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- Instruct employees to minimize strenuous physical activity.
- Cancel any events that require the use of vehicles.
- Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

- Remain indoors with students.
- Minimize physical activity.
- Keep windows and doors closed.

- Resume normal activities after the All Clear signal is given.

ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify principal.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using "Epi" pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an "Epi" pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- Notify principal.

- Move students away from immediate vicinity of danger (if outside, implement REVERSE EVACUATION).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify District Superintendent of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- e Notify principal or site administrator.
- e Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- e Implement EVACUATION or OFF-SITE EVACUATION, as appropriate.
- Send affected individuals to a designated area for medical attention.
- e Follow standard student assembly, accounting and reporting procedures.
- 8 Prepare a list of those who are in the affected area to provide to emergency response personnel.

Inside the building

STAFF ACTIONS:

- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify District Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing
- Do not use bleach on potentially exposed skins.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
- School name and address, including nearest cross street(s)
- Location of the spill and/or materials released
- Characteristics of spill (color, smell, visible gases)
- Name of substance, if known
- Injuries, if any
- Notify Maintenance/Building and Grounds Manager.
- Determine whether to implement SHELTER IN PLACE, EVACUATION and/or student release.
- Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate school site.

STAFF ACTIONS:

- If SHELTER-IN-PLACE, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If EVACUATION is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
- School name and address, including nearest cross street(s)
- Location of the spill and/or materials released; name of substance, if known
- Characteristics of spill (color, smell, visible gases)
- Injuries, if any
- Your name and telephone number
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.

- If necessary, proceed with school EVACUATION using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If EVACUATION is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students .
- Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order EVACUATION of the school. See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- If time is available, initiate DIRECTED TRANSPORTATION. Move students and staff away from the path of the hazardous materials.
- Notify District Superintendent.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- Follow standard student assembly, accounting and reporting procedures.
- Report names of missing students to office.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

Bomb Threat/ Threat Of violence

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as "/ am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation. Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principalsite administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

DIRTY BOMB

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- **DO NOT MIX POPULATIONS.** For those outside at the time of the explosion, initiate REVERSE EVACUATION to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Set up decontamination station where students and staff may shower or wash with soap and water.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
- Arrange for medical attention for those injured by the explosion.

- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- Avoid touching any objects thrown off by the explosion-they might be radioactive.
- Follow standard student assembly, accounting and reporting procedures.
- Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.
- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive.

Inside, close to the incident

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate SHELTER IN PLACE procedures. Turn off HVAC system.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Keep students calm. Instruct students to DUCK and COVER.
- Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- No return address
- Restrictive markings, e.g., "Personal"
- Excessive postage
- Handwritten or poorly-typed addresses
- Excessive masking tape, string
- Titles but no names
- Oily stains or discoloration
- Misspelling of common names
- Protruding wires or tin foil
- Excessive weight, unevenly distributed
- Rigid envelope

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.

- Prevent others from coming into the area.
 - Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
 - If powder spills out, shut the ventilation system, heating system, or air
 - Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
 - Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.
- STAFF ACTIONS if package is unopened and not leaking:
- Do not open package. Do not pass it around to .show it to other people.
 - Do not bend, squeeze, shake or drop package.
 - Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
 - Leave the room promptly and prevent anyone from entering.
 - Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

- Do not sniff, touch, taste, or look closely at the spilled contents.
- Do not clean up the powder.
- Put the package on a stable surface.
- Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water.
- Notify principal or Site Administrator.

Bus Disaster

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, base don the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- Turn off power, ignition and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- Call 911, if warranted.
- Notify principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

- Issue DUCK, COVER and HOLD ON instruction.

- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If Instructed to continue route,
- Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

- Do not drive through flooded streets and/or roads. .
- Take an alternate route or wait for public safety personnel to determine safe route.
- If the bus is disabled, stay in place until help arrives
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

Disorderly Conduct

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- Report disruptive circumstances to principal/site administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.
- Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Instruct students to DUCK AND COVER, lie on the floor and keep students

calm.

- Care for the injured, if any.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

CRIMINAL ACT

Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police (dial 911).
- Identify all parties involved (if possible). Identify witnesses, if any.
- Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- If the incident involves a student, notify the parents or guardians.
- Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

- Care for the victim. Provide any medical attention needed.
- Preserve the crime scene .. With the exception of rescue personnel, deny access to the immediate area until police arrive

IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individual.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).

- School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
- Provide parents/guardian with the names and phone numbers of mental health resources
- Recommend that the parents make an immediate contact with a therapist.
- Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- Develop a safety plan prior to the student's return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- Notify principal/site administrator.
- Notify school nurse, school psychologist, counselor or social worker.
- Protect individual from injury.

Earthquake

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one reenters.
- Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows. Remain in that position until the teacher gives verbal command.
- Check for injuries, and render First Aid.
- After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack. Avoid traveling next to block walls. Avoid touching electrical wires. Teachers on Prep report to the command center on the East Field.
- Students and staff re-assemble in a pre-designated staging area (East Field). Check attendance at the assembly area. Report any missing students to principal/site administrator. Teachers check on their staff buddy; any concerns are immediately reported to the Command Center. Teacher assumes responsibility for the buddy's class in the event of an injury or casualty.
- The Emergency Organization Plan will go into effect. First aid will be rendered at the First Aid Center as needed.

- Wait for directions from the Command Center. Administrator will notify staff if reentry is appropriate or if students are to be sent home.
- Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, 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. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify District Office, who will inform public information media as appropriate.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the District Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate DROP, COVER AND HOLD ON.

- If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

A fire in an adjoining area, such as a wild land fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if EVACUATION of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

Fire on School Grounds

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement EVACUATION of the building.
- Immediately EVACUATE the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify District Office of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for OFF-SITE EVACUATION by DIRECTED TRANSPORTATION.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits (bucket). Maintain control of the students a safe distance from the fire and fire fighting equipment. Students and staff re-assemble in a pre-designated staging area (East Field). Teachers check on their staff buddy; any concerns are immediately reported to the Command Center. Teacher assumes responsibility for the buddy's class in the event of an injury or casualty.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel. The Emergency Organization Plan will go into effect, if necessary. First aid is rendered at First Aid Center as needed. Wait for directions from the Command Center. Staff and students are not to return to the building until fire department officials declare the area safe.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Issue STAND BY instruction. Determine if evacuation is required.
- Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue DIRECTED TRANSPORTATION instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the District Office.
- Monitor AM radio weather station for flood information.
- Notify District Superintendent of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

- If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

STORM I SEVERE WEATHER

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather ,poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Initiate TAKE COVER with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

TSUNAMI

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Before

- Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

During

- Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- Monitor the NOAA Weather Radio Service for tsunami warnings: <http://wcatwc.arh.noaa.gov/>. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- Notify superintendent of school status.
- Remain on safe ground until local authorities advise it is safe to return.

After

- Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- Expect debris.
- Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

- If there is a coastal earthquake, initiate TAKE COVER with students in the shielded areas within the building. Stay away from windows.
- When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in lowlying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- Take attendance. Report any missing students to principal/site administrator.
- Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- Return to school only if authorities advise it is safe to do so.

Loss or Failure Of Utilities

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

- Notify utility company. Provide the following information:
- Affected areas of the school site
- Type of problem or outage
- Expected duration of the outage, if known
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

GAS ODOR /LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- Notify principal.
- Move students from immediate vicinity of danger.
- Do not turn on any electrical devices such as lights, computers, fans, etc.
- If odor is severe, leave the area immediately.

- If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If gas leak is internal, evacuate the building immediately.
- Call 911.
- Notify utility company.
- Determine whether to move to alternate building location.
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

PRINCIPAL/SITE ADMINISTRATOR:

- Notify utility company. Provide the following information:
- Affected areas of the school site
- Type of problem or outage
- Expected duration of the outage, if known
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department} arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Notify District Superintendent.

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal/designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Pandemic

When a pandemic occurs in our community, Potter Jr. High School will follow all CDC guidelines in conjunction with Local and State Public Health guidelines with support from the District Nurse.

The following information comes from the California Department of Public Health on COVID-19 Public Health Guidance for K-12 Schools in California, 2023-24 School Year:

On October 2, 2023 the Centers for Disease Control and Prevention (CDC) published its updated recommendations for K-12 schools. This guidance is intended to support safe, in-person learning and care in K–12 schools, child care, and related settings by mitigating the spread of communicable diseases.

The guidance builds upon a multi-layer strategy used to manage COVID-19 and serves as a general prevention framework to reduce the spread of multiple types of infections, including COVID-19, influenza, respiratory syncytial virus (RSV), and norovirus. Strategies are guided by the principle that safe, in-person learning, and care are critical to the well-being and development of children.

This guidance provides considerations for various settings where children spend time, including but not limited to the following:

- Licensed child care centers and family child care homes
- Licensed-exempt child care providers
- Early childhood education sites, including preschools
- K–12 schools (public and private)
- Before/after-school programs
- Summer school/intersession programs??

For ease of reference, these settings are collectively referred to as “schools and child care” throughout this document.

Additionally, many of the strategies used to reduce transmission of infections can also protect against harmful environmental effects??. California school administrators and child care providers should consider the approaches described below as potential methods to protect children and staff from allergens, pollutants, wildfire smoke, and other external causes of illness and disease.

The guidance is based on best available scientific and epidemiological knowledge. ?It is subject to change.

This guidance is intended to support safe, in-person learning and care in K–12 schools, child care, and related settings by mitigating the spread of communicable diseases.

The guidance builds upon a multi-layer strategy used to manage COVID-19 and serves as a general prevention framework to reduce the spread of multiple types of infections, including COVID-19, influenza, respiratory syncytial virus (RSV), and norovirus. Strategies are guided by the principle that safe, in-person learning, and care are critical to the well-being and development of children.

This guidance provides considerations for various settings where children spend time, including but not limited to the following:

- Licensed child care centers and family child care homes
- Licensed-exempt child care providers
- Early childhood education sites, including preschools
- K–12 schools (public and private)
- Before/after-school programs
- Summer school/intersession programs??

For ease of reference, these settings are collectively referred to as “schools and child care” throughout this document.

Additionally, many of the strategies used to reduce transmission of infections can also protect against harmful environmental effects??. California school administrators and child care providers should consider the approaches described below as potential methods to protect children and staff from allergens, pollutants, wildfire smoke, and other external causes of illness and disease.

The guidance is based on best available scientific and epidemiological knowledge. ?It is subject to change.

General Considerations:

1. This guidance provides general recommendations, and the provided references are not intended to be comprehensive. It does not replace or revise existing laws or requirements that apply to schools and child care. Information about certain relevant requirements may be found throughout this guidance and other relevant requirements may also exist.

2. CDPH supports the authority of local health departments, local educational agencies, and California Department of Social Services (CDSS) to maintain or establish additional guidance, including required actions, for facilities in their respective jurisdictions. Licensed child care providers may continue to maintain or establish additional guidance for their licensed facility, so long as the guidance does not conflict with licensing laws.

3. In workplaces, employers are subject to the Cal/OSHA COVID-19 Prevention Non-Emergency Regulations, and in some workplaces the Cal/OSHA Aerosol Transmissible Diseases Standard (PDF).

4. Local health departments or state agencies may implement additional requirements that go beyond this statewide guidance based on local circumstances. If there are differing requirements between the most current CDPH, Community Care Licensing (CCL), Cal/OSHA, and local health department guidance or health orders, providers should follow the strictest requirements.

5. When applying this guidance, confer with local health officials and consider the factors listed below. An assessment of the complete situation, rather than any one single factor, is recommended.

?Vaccination coverage in the community and among children, teachers, and staff;

?Local disease outbreaks or transmission patterns;

Facility-specific indoor air quality;

Availability and accessibility of resources, including masks and tests;

Availability and capacity of school and child care;

Population served, with attention to individuals at high risk for severe disease and immunocompromised populations;

Community input, including from children, families, and staff; and

Socioeconomic, cultural and linguistic barriers that may disproportionately impact populations and that increase the risk of infection, limit access to health care services and reduce the adoption of recommendations.

6. It is recommended that school administrators and child care providers communicate their health and safety strategies to children, parents, and staff, utilizing multiple strategies including parent communications and on-site reminders. Communication should be appropriate to the languages and literacy levels of community members. ??

7. This document updates and replaces the following guidance documents:

COVID-19 Guidance for Child Care Providers and Programs.

COVID-19 Public Health Guidance for K–12 Schools to Support Safe In-Person Learning, 2022–2023 School Year.

Preliminary Testing Framework for K–12 Schools for the 2022–?2023 School Year, pursuant to California Education Code section 32096.

If and when a pandemic occurs, The school will post a safety plan, communicating the safety measures in place for the school year, on the LEA's website and at schools, and disseminate to families in advance of the start of the school year.

Psychological Trauma

Crisis Management Actions are to be taken during and subsequent to any emergency that may have psychological impact on students and staff, such as act of violence; death of a student or staff member; earthquake or other natural disaster; serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

1. Temporary disruption of regular school functions and routines.

2. Significant interference with ability of students and staff to focus on learning.

3. Physical and/or psychological injury to students and staff.

4. Concentrated attention from community and news media.

As a result of such emergencies, students and staff may exhibit variety of psychological reactions. As soon as physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of students and staff.

Procedure:

1. School Administrator establishes Mental Health Team, which has primary responsibility for providing necessary assistance after all types of crisis, including psychological first aid.
2. Mental Health Team assesses range of crisis intervention services needed during and following the emergency.
3. Mental Health Team provides for or arranges for direct intervention services.
4. If there is need for additional counseling services, School Administrator notifies District Superintendent or Designee.
5. Mental Health Team advises and assists School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, Medical Team members provide ongoing assessment of needs and follow-up services as required.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify District Superintendent of situation and number of students and staff affected.
- Confer with Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- Notify principal/site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents

Depending on the nature of the incident, the school administration may determine that one of the standard responses, such as shelter in place, hold, or lockdown, is necessary. The administration or designee will coordinate with local law enforcement and the Superintendent or Designee.

Unlawful Demonstration or Walkout

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- Contact local police department for the school's jurisdiction and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- Do not allow students to be interviewed by the media or join in the demonstration

STUDENT RIOT

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrator or law enforcement directions about where to go.
- Do not speculate to others or perpetuate rumors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate LOCKDOWN, if warranted. Alert other administrators about the incident.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify school resource officer or school education officer.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- Notify parents about the incident, as appropriate.
- After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

EMERGENCY RESOURCES



The **Emergency Backpack** contains: The **Emergency Bucket** contains:

- ✓ Procedures for Different Types of Emergencies Student Reporting Forms (10 copies)
- ✓ Evacuation Plan Map/ Emergency Buddy List
- ✓ 3 Packs of Playing Cards (Diversion for a long evacuation)
- ✓ Green/Red Door Indicators
- ✓ Primer on Discussing Crisis and Trauma with Students
- ✓ Duct Tape 1 Roll
- ✓ Flashlight/radio/siren One
- ✓ Toilet Bags 1 Bag of 12
- ✓ Toilet Paper 2 Rolls
- ✓ Latex Free Gloves 4 Pairs
- ✓ Heavy Duty Gloves 2 Pairs
- ✓ 4x4 Gauze Pads 10 Pads
- ✓ 8X10 Abdominal Pads 3 Pads
- ✓ Emergency Blankets 5 Blankets

SWEEP AND RESCUE TEAM BACKPACKS CONTAIN:

- ✓ SWEEP AND RESCUE MAPS (WITH LOCATIONS OF EMERGENCY FOOD AND WATER)
- ✓ SWEEP AND RESCUE/DAMAGE ASSESSMENT REPORTING FORM
- ✓ 2 PAIRS OF GOGGLES
- ✓ 3 PIECES OF CHALK
- ✓ 2 PAIRS OF HEAVY-DUTY GLOVES
- ✓ 1 MAGLIGHT
- ✓ 1 BUNG KEY WRENCH FOR EMERGENCY WATER
- ✓ EMERGENCY BLANKET/SLEEPING BAG
- ✓ 1 CROWBAR
- ✓ 1 MASTER KEY OR AREA KEY
- ✓ 1 WALKIE-TALKIE

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

These guidelines from the California Education Code refer to students in all grades, TK-12. All statutory references are to the Education Code unless otherwise noted.

Definitions (Education Code 48925)

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

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

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

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

Day means a calendar day unless otherwise specifically provided.

District means the Fallbrook Union Elementary School District.

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

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

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

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

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

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

Notice of Regulations

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

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

Grounds for Suspension or Expulsion

1. A student shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal, or his/her designee, of the school in which the student is enrolled, determines that the student has:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 2. Willfully used force or violence upon the person of another, except in self-defense.
 - b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the student has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. "Firearm means any device designed to be used as a weapon from which is expelled through a barrel a projectile by the force of any explosion or other form of combustion." (Penal Code 16520(a).
 - c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. Students who possess over-the-counter medications for use by the student for medical purposes or medications prescribed to the student by a doctor are not subject to expulsion.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property.
 - g. Stole or attempted to steal school property or private property.
 - h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, electronic cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a student of his or her own prescription products.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, defined in Section 11014.5 of the Health and Safety Code.
 - k. Knowingly received stolen school property or private property.
 - l. Possessed an imitation firearm. As used here, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m. Committed or attempted to commit a sexual assault, as defined in Sections 261, 266c, 286, 288, 288a, or 289 of the Penal Code, or committed a sexual battery as defined in Section 243.4 of the Penal Code.
 - n. Harassed, threatened, or intimidated a student witness in a disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against the student for being a witness, or both.
 - o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p. Engaged in, or attempted to engage in hazing. For purposes of this subdivision, "hazing," means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.
 - q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.

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

- a. Placing a student or students in fear of harm to that student or those students' person or property.
- b. Causing a student to experience a substantially detrimental effect on his or her physical or mental health.
- c. Causing a student to experience substantial interference with his or her academic performance.
- d. Causing a student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of communication including but not limited to any of the following:

- a. a message, text, sound, or image.
- b. a post on a social network Internet Web site including, but not limited to:
 - I. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph 1 above.
 - II. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph 1 above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purposes of bullying that student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - III. Creating a false profile for the purpose of having one or more of the effects listed in paragraph 1 above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

A pupil who severely or pervasively engages in such electronic acts may be punished if such an act causes a student to fear harm to his or her person or property, causes substantial harm to a student's physical or mental health, causes substantial interference with a student's ability to participate in or benefit from school services, activities, or privileges. An electronic act does not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

Additional Grounds for Suspension or Expulsion

- Ed Code 48900.2

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

- Ed Code 48900.3

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233. This section shall not apply to students enrolled in kindergarten and grades 1-3, inclusive.
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- Ed Code 48900.4

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

- Ed Code 48900.7

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

3. Disruptive Acts

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

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

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

4. Hate-motivated Acts

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

5. Electronic Signaling Devices (Ed Code 48901.5)

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

6. Alternatives to suspension or expulsion shall be imposed, wherever practicable, against any student who is truant, tardy, or otherwise absent from school activities.

7. Students may be suspended or expelled only for acts that are related to school activity or attendance occurring in a school under the jurisdiction of the district or occurring within any other school district at any time, including but not limited to any of the following: 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period whether on or off campus, or 4) during, or while going to or coming from a school-sponsored activity.

8. Imposition of Suspension (Ed Code 48900.5)

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

Suspension

1. Suspension by a Teacher

- A. A teacher may suspend a student from his/her class for the day of the suspension and the day following for any act enumerated in Grounds for Suspension or Expulsion.
- B. The teacher shall immediately report the suspension to the principal of the school and send the student to the principal or

designee for appropriate action. As soon as possible, the teacher shall meet with the principal or designee and the student to state the reason for the suspension and to give the student an opportunity to explain his/her version of the incident.

C. If the disciplinary action requires the student's presence at school, the student shall be under the appropriate supervision of a certificated staff qualified to teach the student's grade level.

D. A student suspended from a class shall not be placed in another regular class during the period of suspension. If the student is assigned to more than one class per day, the suspension shall apply only to other regular classes scheduled at the same time as the class from which the student was suspended.

E. As soon as possible, the teacher shall ask the parent/guardian of the student to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor or psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent/guardian so requests.

F. The student shall not be returned to the class from which he/she was suspended during the period of the suspension without the concurrence of the teacher of the class and the principal.

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

2. Suspensions by a Teacher and Parental Attendance

A. A teacher who suspends a student for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying the valid authority of the teacher or other school personnel, may require the parent to attend a portion of a school day in his or her child's classroom. The attendance of the parent shall be limited to the class from which the student was suspended. (Ed Code 48900.1)

B. If a teacher imposes the parental attendance requirement as stated in Education Code 48900.1, the principal shall send a written notice to the parent or guardian stating that their attendance is pursuant to law. The written notice may specify that the parent's attendance be on the day on which the student is scheduled to return to class, or within a reasonable period of time thereafter.

C. The teacher shall apply this policy uniformly to all students within the classroom.

D. After completing the visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee.

E. The principal shall contact, by telephone, any parent/guardian who fails to respond to the request to attend school pursuant to this section. The purpose of this contact is to emphasize the need for parental cooperation and to ascertain any reason for not attending.

F. Only a parent/guardian who actually lives with the student is affected by this law.

G. Reinstatement of a suspended student shall not be contingent upon compliance with this provision by the student's parent or guardian.

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

A. Authority to Suspend (Ed Code 48900.5)

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

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

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

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, and permission was concurred by the principal or the principal's designee. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the school district. The act of possessing an imitation firearm, as defined herein, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision, but is an offense for which suspension or expulsion may be imposed.

2. Brandishing a knife at another person. "Knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted

primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. (Ed Code 48915(g).)

3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900 (n).

5. Possession of an explosive. As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

C. Pre-Suspension Conference

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

Notification of Parent/Guardian

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

D. Report

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

E. Parent's Conference

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

F. Emergency Suspension

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

G. Length of Suspension

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

H. Suspension Meeting (Ed Code 48914)

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

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

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

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

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

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

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

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

a. Student with Previously Identified Exceptional Need(s)

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

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

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

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

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

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

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

A. Length of Suspension

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

B. Suspension from Continuation School (Ed Code 48912.5)

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

C. Closed Session

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

D. Notice to Parents of Closed Session

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

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

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

6. Community Service Alternative (Ed Code 48900.6)

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

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

A. A student who commits an action enumerated in Grounds for Suspension or Expulsion, or has been habitually truant or irregular in attendance from instruction upon which he or she is lawfully required to attend, may be involuntarily transferred to continuation school.

B. Involuntary transfer to a continuation school shall be imposed only when other means fail to bring about student improvement, provided that a student may be involuntarily transferred the first time he or she commits an act enumerated in Grounds for Suspension or Expulsion if the principal determines that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

C. Before implementing the transfer, the district shall send the student and parent or guardian written notice of the opportunity to request a meeting with the superintendent's designee prior to the transfer.

D. At the meeting, the student or the student's parents or guardian shall be informed of the specific facts and reasons for the proposed transfer and will have the opportunity to inspect all documents relied upon, question any evidence and witnesses presented, and present evidence on the student's behalf.

E. None of the persons involved in making the final decision to make an involuntary transfer to a continuation school may be on the staff of the school in which the student is currently enrolled at the time the decision is made. The district's decision to transfer shall be in writing, stating the facts and reasons for the decision, and sent to the student and the student's parents or guardian. It shall indicate the process for a review pursuant to 7 (F) below.

F. Involuntary transfers to a continuation school will be reviewed annually by the superintendent or designee upon student request. The review will take place in a meeting where the student and/or student's parent or guardian may present information supporting the request to return to a regular program.

8. Exclusion from District Property/Activities

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

Expulsion

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

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

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

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

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

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

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

4. Robbery or extortion.

5. Assault or battery upon any school employee, as defined in Penal Code Sections 240 and 242. C. Discretionary Recommendation (Ed Codes 48900, 48900.2, 48900.3, 48900.4)

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

2. Governing Board Action on Expulsion Recommendation

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

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

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

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

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

3. Procedures for Student Expulsion

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

B. Timing of expulsion hearing:

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

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

C. Written Notice to Parent/Guardian of Expulsion Hearing

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

1. The date and place of the hearing.
2. A statement of the specific facts and charges upon which the proposed expulsion is based.
3. A copy of the disciplinary rules of the district that relate to the alleged violation.
4. Notice that the student or the student's parent/guardian has the right to appear in person or to employ and be represented by counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.

5. Notice of parent and student's obligation to notify other school districts upon enrollment, of expulsion from the SMUSD.
6. If the decision to recommend the expulsion of a foster child is discretionary, the Governing Board shall provide notice of the expulsion hearing to the student's attorney and an appropriate representative of the county child welfare agency at least 10 calendar days before the date of hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to electronic mail or telephone call.
7. If the decision to recommend the expulsion of a foster child is mandatory, the Governing Board may provide notice of the expulsion hearing to the student's attorney and an appropriate representative of the county child welfare agency at least 10 calendar days before the date of hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to electronic mail or telephone call.

D. Student's Right to Waive Hearing

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

E. Expulsion Hearing Before Governing Board of Education

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

F. Alternative to Governing Board Hearing

1. In lieu of a hearing before the Governing Board, the Governing Board may appoint an impartial Administrative Hearing Panel of three or more certificated persons, none of whom shall be members of the Governing Board or employed Comprehensive School Safety Plan 23 of 67 2/17/21 on the staff of the school in which the student is enrolled. The hearing shall be conducted in accordance with all of the procedures established in this section.
2. If an alternative to a Governing Board hearing is used, within three school days following the hearing, the Administrative Hearing Panel shall determine whether to recommend the expulsion of a student to the Governing Board. If the decision is not to recommend expulsion, the expulsion proceedings shall be terminated and the student shall be immediately reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs. Placement in one or more of these programs shall be made by the superintendent or designee after consultation with school district personnel, including the student's teacher(s), and the student's parent/guardian. The decision not to recommend expulsion shall be final.
3. If the Administrative Hearing Panel recommends expulsion, findings of fact (which are to be based solely on the evidence adduced at the hearing and not based solely on hearsay evidence) in support of the recommendation shall be prepared and submitted to the Governing Board. The Governing Board shall make a determination to accept, accept with modifications, or reject the Administrative Hearing Panel's findings. Such action shall be based upon a review of the findings of fact and recommendations submitted by the panel and/or upon the result of any supplementary hearing that the Governing Board may order.

G. Record of the Hearing

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

H. Evidence at the Hearing

1. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to relying in the conduct of serious affairs.
2. No decision to expel shall be based solely upon hearsay evidence. Where the Governing Board or the hearing officer or

Administrative Hearing Panel may, upon a finding that good cause exists, determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board or the hearing officer or Administrative Hearing Panel. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness shall be made available to the student, the student's parent or guardian, and the student's counsel or non-attorney advisor.

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

I. Subpoena Power

1. Before the hearing has commenced, the Governing Board may issue subpoenas at the request of either the superintendent or the student, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced the Governing Board or the hearing officer or Administrative Hearing Panel may, upon request of either the County Superintendent of Schools or the superintendent's designee or the student, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

2. Any objection raised by the superintendent or the student to the issuance of subpoenas may be considered by the Governing Board in closed session, or in open session if so requested by the student before the meeting. Any decision by the Governing Board in response to an objection to the issuance of subpoenas shall be final and binding. 3. If the Governing Board, hearing officer, or Administrative Hearing Panel determines, in accordance with the procedure set forth in 3 (H) of this subsection, that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for in 3 (H) (2) of this subsection.

4. Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to a subpoena, other than the parties or officers or employees of the state or any political subdivision thereof, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

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

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

2. A complaining witness has the right to have his or her testimony heard in closed session when testifying at a public hearing would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threat and harm, including but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed circuit television.

3. Evidence of specific instances of a complaining witness prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the hearing chairperson that extraordinary circumstances exist requiring that specific instances of a complaining witness prior sexual conduct be heard. Before the hearing chairperson makes such a determination, the complaining witness must be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counselor, or other support people. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

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

6. The district shall provide a non-threatening environment for a complaining witness during the expulsion hearing. The district is required to have a separate room available for the witness during breaks.

7. Whenever any allegation is made of sexual battery/assault, complaining witnesses and accused students are to be advised immediately to refrain from personal or telephone contact with each other during the pendency of any expulsion process.

4. Board of Education

A. Final action to expel a student shall be taken only by the Board in a public session.

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

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

6. Recordation in Student's Record

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

7. Written Notice of Expulsion Decision

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

A. Notice of the right to appeal the expulsion to the Board of Education.

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

C. A description of the procedure for requesting readmission.

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

8. Rehabilitation Plan

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

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

A. Order of Probation

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

B. Revocation of Probation

The Governing Board may revoke the suspension of an expulsion order under this section if the student commits any of the acts enumerated in Grounds for Suspension or Expulsion or violates any of the district's rules and regulations governing student conduct. When the Governing Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order without an additional hearing before the Governing Board.

C. Reinstatement After Successful Probation Period

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

D. Appeal Timelines Not Affected

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

10. Educational Program Requirements for Expelled Students

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

A. Referral to Alternate Program of Study

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

1. Appropriately prepared to accommodate students who exhibit discipline problems.
2. Not provided at a comprehensive middle, senior high school, or any elementary school.
3. Not housed at the school site attended by the student at the time of suspension.
4. If the expelled student is from a kindergarten through the 6th-grade program, that student's educational program shall not be combined or merged with alternative education programs offered to students in grades 7-12. Notwithstanding this subsection, with respect to a student expelled for a violation of any of the acts listed in Grounds for Suspension or Expulsion, 1. E through 1.0, pursuant to the procedure in Governing Board Action on Expulsion Recommendation, 2. B, if the County Superintendent of Schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, senior high school, or elementary school and that the only option for placement is at another comprehensive middle, or senior high school, or another elementary school, the student may be referred to a program of study that is provided at a comprehensive middle, or senior high school, or at an elementary school.

B. Provision of Educational Program During Period of Expulsion

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

11. Readmission After Expulsion

A. Duration of Expulsion (Ed Code 48916)

An expulsion order shall remain in effect until the Governing Board orders the readmission of a student. At the time an expulsion of a student is ordered for an act other than those described in Recommendation for Expulsion 1 (A), the Governing Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the student shall be reviewed for readmission to a school maintained by the District or to the school the student last attended. For a student who has

been expelled pursuant to Recommendation for Expulsion 1 (A), the Governing Board shall set a date of one year from the date the expulsion occurred, when the student shall be reviewed for readmission to a school maintained by the District, except that the Governing Board may set an earlier date for review for readmission on a case-by-case basis. The Board is required to expel from school, for at least one year, any student bringing a firearm to school. The Board or superintendent may modify any such expulsion on a case-by-case basis (Public Law 103-882 Gun-Free Schools Act, Part F, Section 14601. GUN-FREE REQUIREMENTS)

B. Procedure for Readmission

1. On or after the date established by the Governing Board when the student may apply for readmission to the district, the student may submit a request for readmission to the superintendent or designee. The request must be in writing. If a rehabilitation plan was recommended, the student should describe his/her compliance with the plan.
2. The superintendent or designee will review the request, and accompanying information, and may request additional information as needed. The superintendent or designee also may schedule a conference with the student and the student's parent to review the request for readmission.
3. The superintendent or designee shall present the student's request for readmission to an Administrative Hearing Panel which shall be formed in the same manner as an Administrative Hearing Panel formed to preside over expulsion hearings.
4. The Administrative Hearing Panel shall conduct a hearing within 10 days of the District's receipt of the request for readmission to decide to readmit or not to readmit. The hearing shall be conducted according to the provisions of Education Code 48918. The Administrative Hearing Panel shall decide to readmit the student unless they make a finding that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other students or employees of the district.
5. If the Administrative Hearing Panel decides to readmit the student, the student shall be immediately reinstated to an instructional program, rehabilitation program, or combination thereof.
6. If the Administrative Hearing Panel denies the student's request for readmission, the superintendent or designee shall inform the student, in writing, of the decision, the reasons, therefore, and the student's right to appeal the panel's decision to the Governing Board. The superintendent or designee shall also inform the student that an appeal must be in writing and must be submitted to the district office within two weeks of the date of the Administrative Hearing Panel's decision.
7. The appeal will be heard at the next Governing Board school meeting following receipt of the appeal unless the next Governing Board meeting is within three (3) school days of receipt of the student's appeal. In such a case, the appeal will be heard at the first subsequent Governing Board meeting.
8. On appeal, the Governing Board will meet with the student, parent, and the superintendent and/or designee in closed session. The Governing Board will review all written materials related to the request for readmission. The student or the parent may explain why the student should be readmitted, and the superintendent or designee may explain why readmission was denied by the Administrative Hearing Panel.
9. The Governing Board shall make a decision no later than the first Governing Board meeting following the Governing Board meeting at which the appeal was heard. The Governing Board shall notify the student of its decision in writing within two school days, providing all information outlined in Section B (11) below. The Governing Board's decision regarding the appeal is final. The Governing Board shall readmit the student unless the Board makes a finding that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other students or employees of the district.
10. If the Governing Board denies the readmission of an expelled student pursuant to Procedure for Readmission B (9), the Governing Board shall make a determination either to continue the placement of the student in the alternative educational program initially selected for the student during the period of the expulsion order or to place the student in another program that may include but need not be limited to, serving expelled students, including placement in a county community school.
11. The Governing Board shall provide written notice to the expelled student and the student's parent describing the reasons for denying the student re-admittance into the regular district program. The written notice shall also include the determination of the educational program for the expelled student pursuant to Procedure for Readmission B (10). The expelled student shall enroll in that educational program unless the parent of the student elects to enroll the student in another school district, in which case the student or parent/guardian must notify the other school district of the expulsion pursuant to 48915.1 (b).
12. Appeal to the County Board of Education (Ed Code 48919)

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

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

13. Community Service Alternative (Ed Code 48900.6)

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

14. Graduating Students

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

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

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

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

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

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

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

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

Fallbrook Union Elementary School District's Board Policies (BP 4158 and BP 4258, Employee Security) can be found in the FUESD Board Policies located online at <http://www.fuesd.org>.

Fallbrook Union Elementary School District AR 4158 4258 4358.2 Administrative Regulation, Employee Security

An employee may use reasonable and necessary force for his/her self-defense, defense of another person, or protection of property;

to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

Employees shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against them by a student. Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014) In addition, employees shall promptly report to the Principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual. Reports of attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.

Notice Regarding Student Offenses Committed While Under School Jurisdiction

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

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

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

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

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

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

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

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

(Welfare and Institutions Code 827)

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

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the Principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice

shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the Principal or designee.

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

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

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

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

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

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

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

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

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

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

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

Complaint Procedure:

Step I - Informal Resolution:

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

Step II: Verbal or Written Complaint:

Students should follow complaint procedures designated in Administrative Regulation 5145.7. A student should initiate a complaint to a teacher or administrator verbally or in written form. The complaint should include information regarding the name(s) of the person(s) who engaged in offensive conduct, the description of the offensive conduct (i.e. when and where the conduct occurred, the number of times it occurred, any informal attempts at resolution), and the names of any witnesses. Administrative Regulation 5145.9 may be obtained from the school principal or the Superintendent.

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

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

Fallbrook UESD | BP 5145.3 Students Non-Discrimination

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

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

Educationally disadvantaged students shall not be isolated or segregated. At the elementary level, students may be temporarily assigned to a location other than the regular classroom in accord with a comprehensive diagnostic assessment but only until the diagnosed need has been alleviated. At the secondary level, students may be assigned to a special class for the equivalent of one or more periods, provided the assignment is based on a comprehensive diagnostic assessment of the students' needs. The assignment will terminate when the diagnosed need has been alleviated as determined by assessments and pre-established criteria.

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

Students who harass other students shall be subject to appropriate discipline up to and including counseling, suspension, and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal. The Board hereby designates the following Coordinator for non-discrimination: Brian Morris, Assistant Superintendent of Human Resources:

Fallbrook Union Elementary School District
321 Iowa Street
Fallbrook, California 92028 (6760) 731-5402

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

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

We believe that there is a definite relationship between good dress habits, good work habits, and proper school behavior.

Recognizing this relationship between personal dress habits and personal attitude, we encourage our students to dress in a manner

that demonstrates pride both in themselves and in their school. We enforce a dress code for clothing or attire that poses a health risk, may make other students uncomfortable, or causes a distraction in the learning environment. Students are expected to wear clothes that are appropriate for school activities.

- All clothing should be clean and free of revealing or significant tears or holes (i.e., shredded pants, skirts, and shirts).
- Footwear must be worn at all times. Flip-flops are not allowed and any open-toed shoes need to be safe by having a back strap for support. Closed-toed shoes are required for PE for safety reasons.
- Outfits that show underwear or are unduly revealing are prohibited, including but not limited to: halter tops, tube tops, spaghetti-strapped tanks, off-the-shoulder or low-cut tops, and garments with bare midriffs. If clothing is worn over a prohibited top, it must remain over the top for the entire duration of school without being unduly revealing. Students are not to reveal bra straps and tank top straps should be at least 2 inches wide.
- Clothing and personal items that depict offensive or vulgar language, inappropriate or suggestive pictures or graphics or advertisements for alcohol, cigarettes or other controlled substances are not allowed.
- Attire, including clothing, jewelry, pierced jewelry and other accessories must not create a safety issue (i.e., gauges or spiked earrings, wallet chains, spiked rings, safety pins, or other body piercings). Nose/tongue piercing, lip rings, or eyebrow rings that pose a safety concern or distraction to others must be removed upon request by school staff.
- Pants/shorts should be worn at the waist and should be able to stay up without a belt or other support. Under garments should not be exposed.
- Skirts/shorts should be at least as long as the student's hands in a fist position stretched down to their thighs when standing with upright posture. Revealing tights, leggings, or pajama bottoms are also a dress code violation.
- Appropriate hats or headgear may be worn for sun protection or warmth on cold weather days. Hats with brims must be worn facing directly forward. Beanies, sweatshirt hoods, gloves or other types of headgear for warmth must not cause a distraction or be worn to harass, intimidate or deceive. These items should only be worn outside and must be taken off when entering a room. They can only be worn outside during rain or very cold weather (50 degrees or below or when students can see their own breath.)
- Attire designating gang affiliation (as identified by the Fallbrook Sheriff's Department) will not be allowed including:
 - Local gang symbols (such as SD and the "F" logo from Famous Stars and Straps)
 - Long belts with the end hanging down in front or belt buckles with initials
 - Dress in only solid colors of white, dark blue, khaki, or black in a gang style
 - Bandanas/hair nets/doo-rags
 - Shirts/jackets/sweatshirts with "Old English" writing
 - Oversized pants
 - High socks
 - Extra shirt draped over shoulder

Students who violate the school dress code will be asked to wear an alternative clothing to cover or replace inappropriate clothing or the school will contact parents to bring appropriate clothing. Repeated violations will result in discipline consequences and "non-participation" status. As school dress trends often change among junior high school students, the school administration reserves the right to deem certain articles of clothing inappropriate even if not outlined in the student handbook.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Supervision of Students:

School staff works together to maintain a strong presence while students are on campus from the time they arrive in the morning to departure at the end of the day.

Parents are informed in writing by way of our Parent Student handbook, of the safety rules and procedures for dropping off and picking up their children from school. As students arrive on campus each morning, the principal, assistant principal, and campus supervisors monitor the campus, entrance areas, and designated common areas. During break and lunch, the principal, assistant principal, and campus supervisors monitor student activity. When students are dismissed at the end of the day, the principal, assistant principal, and campus supervisors monitor student behavior as students are picked up by parents/guardians or the school bus. Hand-held radios enhance routine and emergency communication efforts concerning students, staff, and campus supervisors. The custodian, school office, and campus supervisor have handheld radios at all times.

Visitors:

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register at the front office immediately upon entering the school when school is in session. Visitors shall wear appropriate identification badges while on campus or conducting business.

Evacuation Student Pick-up Procedure:

The safety and security of your children is our first priority. Many precautions have been put in place to ensure their safety. We have limited access to our campus before and after school and eliminated access during the school day. All guests are required to sign in at the office and follow the district's volunteer requirements. We routinely practice in the event of an intruder, earthquake or fire. Potter Junior High students do an excellent job following directions and cooperating quickly and quietly during these monthly drills.

1. Parents are to proceed into the top parking lot and walk up to the front of the school. Once the lot fills, as directed by staff, parents are to proceed through the top lot and loop around to park in the available curbside parking in front of the school. It is important not to block access for emergency vehicles.
2. The school will have four tables set up in front of our entrance on the lawn.
3. Parents are to go to the appropriate table based on their student's last name. (Tables will be grouped: A-G, H-M, N-S, T-Z) Secretaries will radio for students and parents will move to the third front gate by our world mural.
4. Campus staff will locate students and have them proceed to reunite with parents at that gate.
5. Parents will show their IDs, sign their emergency cards, and sign out on the campus log.
6. School then releases custody back to the parents. Parents must turn right to exit the parking lot.

During evacuations, the staff is to remain on duty in the supervision of the students in their care until released from their duties by the administration. Priority in staff dismissals during an evacuation will be given to staff with medical conditions that might affect their ability to perform their emergency duties, staff who provide primary care for elder relatives, and staff who have children under 12 who are in closest proximity to the affected evacuation area. Priority will also be given to staff that is most geographically near the evacuation.

Release of Student from School

RELEASE OF STUDENT FROM SCHOOL

Emergency and Non-Emergency Procedures

These procedures establish District uniform criteria for releasing students to their custodial parent/guardian and non-custodial individuals in Emergency and Non-emergency situations. These procedures are to be followed during the school day and after school hours.

Unauthorized Student Release Request:

If an individual appears at the school or contacts the school requesting the release of a student during school hours without custodial parent/guardian consent, no removal shall be permitted until contact is made with the custodial parent/guardian. If custodial parent/guardian consent cannot be obtained, no student shall be released.

Student Release in Emergency Situations:

Emergencies include but are not limited to a student accident, a natural disaster, a power outage, a school closure, significant student discipline, or another situation of imminent danger for student's well being.

1. School officials identify/verify the student's custodial parents/guardian from the student's emergency card on file in the school office, and attempt contact.
2. If a custodial parent/guardian is not available at time of emergency contact, school officials will call alternate contact people listed on the emergency card.
3. The person picking up the student should be prepared to show picture identification. This identification must be copied and placed with the sign-out for future reference.
4. In all cases, the emergency person (parent or emergency contact) needs to sign the student out (sign-out log), indicating they have picked up the child, noting the date, time, relationship, and purpose for pick-up (Reference Authorization to Release Student from School during School Hours form and Student sign-out log).

NOTE: In Emergency situations, students will only be released to the custodial parent/guardian or individuals listed on the student's emergency card. If you want your child to be released to a specific person during an emergency, that person must be identified and listed on the emergency card.

Student Release in Non-Emergency Situations:

Non-Emergencies include a doctor/dentist appointment, a personal family matter, a change in normal student pick-up procedure, or a situation that does not pose an immediate danger for the student. A custodial parent /guardian may request a Non-Emergency Release of their child or a school may request the custodial parent/guardian a Non-Emergency release of a student (i.e. illness, discipline, suspension etc.

Non-Emergency Parent Request for Student Release:

1. A student may never be released early from the school day without the consent of the custodial parent/guardian unless the student is in the 7th or 8th grade and needs to attend a confidential medical appointment or students needing to be released from school for protective/safety purposes by child welfare services or law enforcement with appropriate documentation.
2. The parent must request a student's release by phone, in writing, or in person.
3. If the parent requests the student be picked up by an individual other than the parent/guardian, then the parent/guardian must notify school officials either by phone, in writing, or in person.
4. School personnel must be able to identify/verify the custodial parent /guardian with whom they are speaking, using the attached guidelines (Authorization to Release Student from School during School Hours). Required information to be noted includes the date, pickup time, and relationship to the person to student/family (i.e., uncle, cousin, neighbor, significant other, etc.), and purpose for the pick-up.
5. At time of pick-up, the person must show identification, which will be copied and placed with the sign-out log for future reference. In all cases, the person should sign a log indicating that they have picked up the child, noting the time, relationship, and purpose of the pick-up.
6. The releasing school employee must verify the person's identification to ensure this person is who the parent requested and then sign, date and file Authorization to Release Student from School during School Hours form.

NOTE: In Non-Emergency Situations, students may be released to: 1) the custodial parent/guardian; 2) to a contact person listed on the student's emergency care; 3) to another identifiable and verified adult, whom the custodial parent/guardian has granted permission via phone, in writing, or in person.

Non-Emergency School Request for Student Release:

1. School officials must identify/verify the student's custodial parent/guardian from the student's emergency card on file in the school office, and attempt contact.
2. If custodial parent/guardian is not available at the time of contact, school officials will call alternate contact people listed on the emergency card.
3. Should the parent and other emergency contacts be unable to pick-up the student, a parent may authorize release of their student to an alternate adult by phone or in writing.
4. The person picking up the student should be prepared to show picture identification and this identification needs to be copied and placed with the sign-out log for future reference.
5. In all cases, the person must sign the student out indicating they have picked up the child noting the date, time, relationship, and purpose of pick-up.
6. The releasing school employee must verify the person's identification to ensure this person is who the parent requested and then sign, date, and file the Authorization to Release Student from School during School Hours form.

NOTE: In Non-Emergency Situations, students may be released to: 1) the custodial parent/guardian; 2) to a contact person listed on the student's emergency card; or 3) to another identifiable and verified adult, whom the custodial parent/guardian has granted permission via phone, in writing, or in person.

After School Student Release Late Pick-Up:

1. The school shall comply with all requirements of the California Constitution and Education Code to ensure student safety.
2. Custodial parent/guardian will be called. If a parent/guardian cannot be reached, the authorized persons listed on the emergency card will be called to pick-up the student.
3. Anyone picking up a child who is not on the emergency card will need to be approved through direct phone call or written authorization from the parent/guardian. The person's identity must be verified before the child may leave school grounds.
4. The person should be prepared to show identification, which will be copied and placed with the sign-out log for future reference.

5. In all after-school cases, when not listed on the emergency card, the person to whom the student is being released must sign a log in the school office indicating that they have picked up the child noting the date, time, relationship, and purpose of pick-up (Reference Authorization to Release Student from School during School Hours form and Student sign-out log).

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

Component:

Connection and Wellbeing.

Element:

Families and students will engage in activities designed to increase school connection and well being.

Opportunity for Improvement:

Improve school connection, wellbeing and belonging for families, students and staff of Potter Junior High throughout the 2023-20234 school year.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--|---|---|--|---|
| <p>Increase awareness of Potter Junior High Expectations by all families and students.</p> | <p>1. Students and families will read the Potter Junior High handbook and sign the accompanying contract.</p> <p>2. Potter News Network will spotlight expectations throughout the year and families will have access to the broadcast on the Potter Junior High (PJH) You Tube channel.</p> <p>3. Parent Monthly News Letter will include PJH Expectation and opportunities for parent involvement</p> | <p>1. Potter Junior High student handbook.</p> <p>2. PNN on You Tube channel link for families.</p> <p>3. Parent Monthly News Letter sent electronically to families and linked to PJH website.</p> | <p>1. Handbook (Mr. Huish)</p> <p>2. PNN (Mr. Burrows)</p> <p>3. Parent News Letter (Dr. Gonzalez)</p> | <p>1. At the trimester</p> <p>2. Yearly</p> <p>3. Monthly</p> |
| <p>Implement "Watch Dogs" to encourage dads, grandfathers, uncles and other male mentors on campus</p> | <p>1. Email information flyers</p> <p>2. Invite families to information night</p> <p>3. Implement September Pizza with Dads launch date 2023 and refresh with "Doughnuts with Dads meeting in January.</p> | <p>1. Funding for shirts.</p> <p>2. Flyers for Peachjar.</p> | <p>1. Mr. Huish</p> <p>2. PJH Secretary</p> | <p>1. Monthly</p> <p>2. Prior to event</p> |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|--|--|--|
| <p>Hold family information nights on a variety of topics of interest and need (example: Cyberbullying, drug prevention).</p> | <ol style="list-style-type: none"> 1. Select topics of interest (example: special education, drug prevention, technology workshops). 2. Invite families through Peachjar, website calls, personal invites and calls to feeders schools | <ol style="list-style-type: none"> 1. Infinite Campus (Robo-calls, text messages and emails) 2. Flyers for Peachjar. | <ol style="list-style-type: none"> 1. Admin team 2. Counseling team, PJH Secretary | <ol style="list-style-type: none"> 1. Monthly 2. Prior to event |
| <p>Increase students' emotional connection with school and staff by providing opportunities in Leadership class and as needed throughout the day.</p> | <ol style="list-style-type: none"> 1. Implement Character Strong lessons in Leadership Advisory. 2. Continue implementation of Leader in Me lessons in Leadership Advisory class. 3. Military and Family Life Counseling (MFLC) connections available throughout the day. 4. Access to counselors and Social Worker throughout the day. | <ol style="list-style-type: none"> 1. Teacher and staff training in Character Strong. 2. Continued support for staff and teacher in Leader in Me Lessons by the Lighthouse Team. 3. MLF Counselor on site 4. School Counselor classroom visits/lessons | <ol style="list-style-type: none"> 1. The PJH Lighthouse Team. 2. MFL Counselor 3. Counselors and Social Worker | <ol style="list-style-type: none"> 1. Monthly 2. MFLC daily 3. Trimester classroom visits |
| <p>Continue to celebrate and recognize students at monthly leadership rally and Trimester awards.</p> | <ol style="list-style-type: none"> 1. Staff will select students for recognition using the Portrait of an 8th Grader competencies and Leader in Me scholarly traits. 2. Trimester recognition for success | <ol style="list-style-type: none"> 1. Train all staff in Portrait competencies. 2. Continue to train all staff in Leader in Me traits. 3. Develop student awareness videos. 4. Monthly Leadership Rally and Trimester Awards Night | <ol style="list-style-type: none"> 1. ASB leadership team 2. Lighthouse Team 3. Admin Team 4. Mr. Burrows and PNN student team | <ol style="list-style-type: none"> 1. Monthly 2. Trimester |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--|---|--|---|--|
| <p>Continue to implement restorative practices to create a proactive learning environment and restore conflicts.</p> | <ol style="list-style-type: none"> 1. Continue to proactively teach all students and staff PBIS strategies for P.R.I.D.E 2. Compile, evaluate, and design proactive and supportive lessons during leadership class based and behavior data. 3. Train staff to implement restorative circles during leadership class. 4. Continue to use restorative practices in discipline. 5. Implement Health and Wellness Team to review student behaviors and supports. | <ol style="list-style-type: none"> 1. Restorative Practices/Circles training. 2. Release time for PBIS team. 3. HAWT team meetings 4. Reporting system for behavior supports | <ol style="list-style-type: none"> 1. PBIS Team 2. Admin Team 3. Behavioral Tech 4. Counselors and Social Worker | <ol style="list-style-type: none"> 1. Weekly HAWT Team Meetings 2. Monthly PBIS Team Meetings |
| <p>Increase supportive parent/guardian contact regarding attendance (absenteeism and tardiness).</p> | <ol style="list-style-type: none"> 1. The attendance clerk will make personal phone calls or send emails of inquiry to build relationships. 2. The attendance clerk will schedule School Attendance Review Team (SART) Meetings with families, school counselor and school social worker. 3. HAWT team will meet using to discuss students with tardiness and personalize supports. 4. School Attendance Review Board (SARB) scheduled as required. <p>Implement positive attendance recognition program.</p> | <ol style="list-style-type: none"> 1. Infinite Campus Attendance query report 2. SART reports 3. HAWT referrals 4. SART and SARB meeting as required 5. Attendance celebrations for classes with positive attendance trends | <ol style="list-style-type: none"> 1. Attendance Clerk 2. Social Worker 3. Admin Team 4. HAWT Team 5. PBIS/LIM Teams | <ol style="list-style-type: none"> 1. Weekly Meeting to review student attendance. 2. Monthly positive attendance class celebration. |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|--|---|--|---|
| Connect students with intervention opportunities. | <p>1. Use data from multiple sources (grades, STAR, IAB assessments and teacher recommendations) for student recommendations for PJH Academic Academy, and tutoring sessions.</p> <p>Implement 3 tier academic support program (Tier 1 weekly check in. Tier two additional support, tier 3 scheduled support for one class period).</p> | <p>1. Data collection</p> <p>2. Parent Approval</p> | <p>1. Counselors/Intervention Teacher</p> <p>2. Teachers</p> <p>3. HAWT Team</p> | <p>1. Weekly Counselor Meeting</p> <p>2. Intervention Teacher/Counselor Meetings</p> <p>3. Trimester Meetings</p> |

Component:

Physical Safety and Emergency Preparedness

Element:

Students will learn in an engaging and culturally responsive environment that is physically safe.

Opportunity for Improvement:

Refine safety drills, drug prevention lessons, and safety supervision.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|--|---|---|---|
| Involve student leadership in Red Ribbon Week/Healthy Choices Drug Education. | <p>1. Attend workshop with SDCOE with counselors, ASB and AVID student leadership</p> <p>2. Implement Red Ribbon Week/ Healthy Choices booths at student lunches</p> | <p>1. San Diego County Office of Education Grant</p> | <p>1. School Counselors and Social Worker</p> | <p>1. Trimester</p> <p>2. Monthly data referrals</p> |
| Implement Anti-Tobacco lessons. | <p>1. Counselors will coordinate lessons</p> | <p>1. TUPE grant</p> | <p>1. Counselors and Social Worker</p> | <p>Lessons provided to students as needed, review data each trimester</p> |
| Implement Vape detectors in bathrooms and cameras | <p>1. Monitor Device alert and review camera videos for areas of concern</p> | <p>1. Devices installed, develop procedures/action plan</p> | <p>1. Maintenance/ITT department support</p> <p>2. Admin team</p> | <p>1. Behavioral data monthly review</p> |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|--|---|--|--|
| Students and staff will actively participate in emergency preparedness drills as scheduled. | <ol style="list-style-type: none"> 1. Drill schedule will be published for the year. 2. Expectations will be taught in advance on PNN. | <ol style="list-style-type: none"> 1. Drill schedule 2. PNN announcements | <ol style="list-style-type: none"> 1. Admin team and safety team | <ol style="list-style-type: none"> 1. Monthly |
| Campus supervisors will be assigned to active supervision zones to improve positive student interactions. | <ol style="list-style-type: none"> 1. Map out zones for break and lunch for supervision. 2. Review and assign zones with campus supervisors. | <ol style="list-style-type: none"> 1. Map of school. 2. Systematic supervision and positive monitoring practices training | <ol style="list-style-type: none"> 1. Admin team 2. Campus supervisors | <ol style="list-style-type: none"> 1. Monthly |

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

Potter Junior High School Student Conduct Code

Conduct Code Procedures

Portrait of an 8th Grader

An FUESD 8th grader is a confident, compassionate, and courageous member of their community, prepared to make meaningful contributions to the world. Our mission is to prepare every student leader with the knowledge and skill-set needed to thrive in high school, college, and career. We want our leaders to be caring, scholarly, confident, resilient, and innovative.

Leader in Me

The Leader in Me is an approach to developing a culture of leadership in our school and is based on The 7 Habits of Highly Effective People® by Stephen Covey. Founded on internationally recognized and universal principles, The Leader in Me model emphasizes skills that students need in order to be successful in an ever-changing society. Developing a culture of leadership in our school is about helping students be the leaders of their own lives. The Leader in Me helps them identify their own unique talents and abilities and encourages them to make a positive difference in the world. Potter Junior High School and the Fallbrook Union Elementary School District have committed to help all of our students become leaders.

Use of Office Telephones/Cell Phones

Use of cell phones and other electronic devices are prohibited during school hours unless instructed by school staff to use the device. Potter’s office is available for parent communication although we encourage students to call during break and lunch time. If a student is sick, they must go to the nurse’s office so parents can be contacted. If a cell phone is out or rings during class, the phone will be confiscated. The student may pick up the phone at the end of the school day in the main office for the 1st offense. Parents will be required to pick up cell phones/other electronic devices after the 1st offense. The school assumes no responsibility for loss or theft of cell phones.

Identification Cards (I.D. Cards)

Students will receive a photo I.D. card that also serves as their permanent school bus pass. It is expected that students carry their ID cards at all times. A student may be excluded from bussing, library usage, school activities, computer use, Internet access, dances, field trips, etc. unless he/she has an identification card in his/her possession. If the ID card is lost or stolen, the student should come to the front office to purchase a replacement for \$3.00.

Visitors on Campus

In the interest of student safety, all visitors must sign-in and verify their identification with official photo identification at the front office prior to entering campus. Potter welcomes volunteers to assist in programs and school-related activities. Please call the school if you would like to help in any area. Parents wanting to visit/conference with teachers must pre-arrange visitations or meetings with the teacher. Please contact the school office by telephone to arrange such a meeting. Students who do not attend Potter Junior High

School are not allowed to visit campus during the school day.

Volunteer Procedures/Requirements

We are grateful to have exceptional parents and community members to volunteer in our school. Before volunteering at our school, please read the FUESD Volunteer Code of Conduct at <https://www.fuesd.org/volunteer/> and upload the following documents:

- Proof of a negative TB test;
- Copy of State Identification;
- Once uploaded, the site secretary will review the volunteer application and documents;
- Sites will then approve or deny applications and communicate to the volunteer applicants.

Parent–Teacher Association (PTA) and Committees

All parents, guardians, and teachers are encouraged to join the Potter chapter of the PTA and get involved in leadership. The PTA has an elected board and helps to make decisions about the school. Other committees where parents can get involved and share in decision-making include the School Site Council (SSC) and the English Language Advisory Committee (ELAC).

Lunch

Students must stay on campus during lunchtime. Our school cafeteria has a wide range of lunch items. Free lunch programs are available to all families. A variety of foods and snacks are available either in our cafeteria or snack-line located on campus. Students may bring their own lunch, but no outside food deliveries are allowed.

Classroom Deliveries

Classroom interruptions hamper teachers' ability to deliver the highest quality instruction. Classes will not be interrupted to deliver gifts to students such as balloons or flowers. The school will not sign for or accept delivery of gifts for students.

Traffic Reminders for Drivers on Campus

- For everyone's safety, do not pick up or drop off passengers on Reche Road;
- Students who cross Reche Road should always use the crosswalk at the signal light or in front of Live Oak School;
- Once on campus, drop off only at a yellow curb after completing the driveway loop;
- Driveways must be clear for traffic in both directions at all times. Please, no double-parking. Make right turns out of the driveway to help speed traffic at peak times;
- Do not park or stop along red curbs – these areas must be clear for access by buses and emergency vehicles.
- Do not park and pick up or drop off passengers on private roads adjacent to the school.

Bus Passes

Transportation is a privilege provided for students who live outside a 1.5 mile radius of the school. The Potter student ID card serves as a permanent bus pass and needs to be replaced immediately if lost. Bus riders will receive a copy of the Transportation Rules. Violators may be given warnings for first offenses and referrals for continued misbehavior. Chronic violators will lose their transportation privileges. If you have questions relating to bus transportation, please contact the Transportation Department at 723-7075. The Transportation office is located at 825 Winterhaven Road, Fallbrook CA.

Hall Passes

When outside the classroom, students must have a pass. Students without a pass are considered truant. Students who are delayed by a teacher or staff member should get a pass before leaving the area. Students may use the SmartPass system.

Attendance

The State Compulsory Attendance Law (Ed Code 48200) requires that each person between the ages of 6 and 18 attend a public, full-time day school or continuation school. The state attendance laws also require regular attendance and punctuality, with both the school and the parents having a responsibility for enforcing these laws. It has been well documented that regular attendance is a key factor in the success a student achieves at school. The teacher of any class from which a student has an absence shall determine what period of time the student has to complete missed assignments. Tests and assignments may be the same as those missed or shall be reasonably equivalent to them as set forth in Ed Code Section 48205. Student attendance is taken each period. It is important that parents call an attendance clerk at 731-4152 on the day of the student's absence. If this is not possible, the student may bring a note from a parent/guardian the day the student returns to school and turn it into the attendance clerk in the office. Please visit the Parent Portal to check the student's attendance and update the contact list.

Multiple Day Absences

For absences longer than three days, the parent/guardian should contact the school to arrange for work to be completed during the absence. Parents/guardians may also request an Independent Study Contract (ISC) if they know in advance of an absence that will last five or more days. The ISC pre-arranges work for students to do during their period of absence which is checked and graded once they return. ISCs are only granted for students in good academic standing (no Ds or Fs,) those not in remedial support classes, and not during school-wide testing dates. When a student returns from an excused absence, he/she is allowed to make up missed work. For each day of absence, the student will have the same amount of time to complete the work. For unexcused absences, the teacher may deny credit.

SART/SARB

Excused absences include illness or a medical/dental appointment. As per Board policy, a doctor's note is required once a student reaches 11 absences or more in the year, even if they have been excused. Truancies and unexcused absences may result in disciplinary action. Excessive absences and tardies may result in referral to School Attendance Review Team (SART) and continued violations may result in a hearing before the School Attendance Review Board (SARB) involving District representatives. This team will link students and families to the appropriate interventions to support increased student attendance.

Early Release from School

A student will only be released to adults who are listed on the student's contact list. Permission must be granted prior to a student's leaving school. If the parent/guardian is not the one picking up the student, a call from a parent or guardian or a written, signed note requesting that a student be excused for a specific reason must be presented to the office. At that time, the adult on the contact list will be required to sign a release form. In order to maximize instructional minutes and to avoid after school traffic congestion, please note that students will not be called down during the last 25 minutes of the school day. If you need to sign your student out early, please do so by 2:45 pm (1:45 on Wednesdays). It is often difficult to get a hold of teachers as they are wrapping up the end of the school day. This will also help reduce classroom disruptions. We appreciate your support!

Emergencies

Every student must have an updated Census Verification Report on file in the school office. Census Verification Reports are entered into the school information system (Infinite Campus). Emergency contact information must be kept updated for the welfare and safety of students. Notify the office as soon as possible if any contact information changes throughout the year, should the child become ill or suffer an accident, information on this report allows the school to contact parents/guardians immediately. It is essential to verify and update the information on the entire report and provide at least three different phone numbers. Authorized older siblings over the age of 18 years of age who drive must be included on the report if they may pick up students and must be able to present photo identification. In the event of an evacuation, our school's safety plan calls for parents to check out students at the tables on the front lawn and to reunite with students at Gate 8 (in front of the school). Students are only released to those listed on emergency cards and who can present official photo identification.

Health Services

Potter Junior High School has a full-time School Nurse who is available for immediate first aid. If a student is too ill to remain at school, a parent or emergency contact person will be notified. All medications needed by a student during the school day must be kept in the health office (including all over-the-counter medications such as Tylenol and/or aspirin), these medications must be administered by the nurse or other office personnel as needed. These medications must be brought to school in the original container. Medication in "baggies" or other containers will be returned to the parents. Parents must sign a medical authorization form for all prescriptions and over-the-counter medications. Students may not carry any medication (including aspirin, Tylenol, or any cold medications) with the exception of inhalers and Epi-pens, which require authorization from their physician. Any exception to this must be authorized in writing by the physician and then approved by the principal. Medication that needs to be taken while at school must be administered through the health office; it is the student's responsibility to go to the Health Office to take it. Before medication can be brought to school, a special form must be completed. These forms are available online under the parent forms tab. In case the need of medical equipment is needed (crutches, wheelchair, scooter) a medical note from MD is required. Please notify the office immediately of any changes in emergency information.

Insurance

The Fallbrook Union Elementary School District takes appropriate steps to protect students from injury. Even so, accidents can and do happen while participating in activities on campus, on school trips and during extracurricular activities. Since the district does not provide accident medical insurance for school-related injuries, it makes available a variety of affordable insurance plans to help you in the event of an accident and urges you to purchase the plan that best fits your needs. Information for Student Accident Insurance will be sent via Peachjar on the first week of school. Thereafter, the packet will be available on the district website. Students participating in interscholastic sports are required to have medical insurance.

Temporary P.E. Limitations or Exclusions

If it is necessary for a student to limit P.E., he/she must have a written note from a parent stating the reason. A parent's note may excuse the student for up to two days. The school nurse may approve an additional three days. For illness or injury that requires a student to be excused for more than five days, a doctor's note is necessary. The doctor's note should state what the student can or cannot do. If a student has a medical condition that may affect his/her daily participation in vigorous physical activity, the parent must notify the school in writing. A student may be excused from participation but will still be required to dress out.

Physical Education (PE)

Every student is expected to have P.E. clothes (uniform) at school Monday through Friday and dress out every day unless medically excused. All students are responsible for having their P.E. shorts and shirt. The first set of PE shorts and shirt will be given to each student at no cost. Additional PE clothes may be purchased through the school. Students may bring their own uniform from home, as long as it meets the requirements of the P.E. staff. Loaner clothes are available for those students who do not have their PE uniform that day but repeated or habitual failure to have P.E. clothes will result in parent contact and discipline consequences.

P.E. Locker Room

Lockers and P.E. locks are issued to students for the storing of P.E. clothes only. It is important that students do not share their combination with anyone at school to eliminate potential theft or damage. The school cannot be responsible for articles stolen or damaged. Students are expected to have responsible behavior in the P.E. locker room and the use of any electronic device, as anywhere on campus, is strictly prohibited. Theft cannot be controlled if a student is not using his assigned locker or is sharing a locker with another student. If P.E. locks are lost or damaged, their replacement cost is \$5.00.

Library

The library provides books, resources, technology, and media sources for our students, staff members, and family members in our learning community. The library is a place where students can read, meet, collaborate in groups, and work on educational activities. The library is also a resource to support the classroom curriculum. Our library provides a safe haven for all students to think, create, share, and grow. Classes may use it on an as-needed basis and students may check out books. Students are responsible for loss/damage that may occur while books are checked out. Students may be restricted from year-end activities until these fees have been cleared. Failure to follow library rules may result in loss of library privileges.

Textbooks

The Fallbrook Union Elementary School District furnishes textbooks to all students to be kept at home during the school year. Students are responsible for the textbooks assigned to them and must pay for lost or damaged textbooks before replacement books will be given. Refunds for items that are found and returned at a later date are made through the office. Damage to textbooks will result in fines.

Chromebooks

Fallbrook Union Elementary School District (FUESD) encourages the use of Chromebooks and the network, including the Internet, as a tool for research and education. Potter Junior High School furnishes Chromebooks to all students to take home and bring to school each day during the school year. The Chromebooks issued to students are the property of FUESD. The distribution of a Chromebook to each student is a privilege, not a right, and may be revoked at any time for inappropriate conduct. Chromebooks and the network, like any other school property, must be used for the educational purposes for which they are intended. Before a Chromebook is issued for use at home, students and parents or guardians will sign an Internet Access and Acceptable Use Policy, Student User Agreement and Parent Permission Form. Missing or damaged Chromebook will result in fines.

Bicycles/Skateboards

State law requires all minors to wear a properly fitted and fastened bicycle helmet when riding a bicycle on streets or public bicycle paths. Students who ride bicycles to and from school are expected to comply with state laws. Bikes are to be left in the racks provided in front of school and must be kept locked. Skateboards are not allowed on campus. Bicycles or skateboards may not be ridden on campus at any time including after-school hours. After-hour violators may be arrested for trespassing.

Lost and Found Items

Clothing items found at school should be turned into the office or campus/playground supervisors. Money or other valuables should be turned into the front office. Clothing will be held until the end of the trimester and may be donated to charity, if unclaimed.

Personal Items

Personal items, such as earpods, electronic devices, cameras, video games, arsenal sprays and cologne/perfume in glass containers are prohibited. Skateboards, water pistols, permanent markers, laser pointers, or other non-school related items are not permitted on school grounds and will be confiscated. Parents may be requested to pick-up these items after school. The school assumes no responsibility for loss or theft of any unauthorized items.

Students with Disabilities:

Students with disabilities will be disciplined in accordance with all relevant federal and state laws and regulations, including the Individuals with Disabilities Act and the California Education Code. The procedures for discipline of students with disabilities are set forth in the District's Notice of Procedural safeguards. Copies of the Notice of Procedural Safeguards are available at the District Office and also online.

Class Changes

Students who wish to request a class change must make an appointment with their counselor within the first two weeks of the trimester. Both student and parent must meet with the teacher and counselor prior to a class change being considered. When assigned to a class, students should report to and stay in that class until they receive official notification that a change has been made. An administrator must approve schedule changes.

Associated Student Body

Potter has an active student government organization. It functions according to a constitution that has been approved by the Potter Student Body and the Fallbrook Union Elementary School District Board of Trustees. Members of the Leadership Class are selected each year through application and interviews coordinated by the student body advisor. The class consists of the four elected ASB officers and other outstanding student leaders. The group is directly responsible for coordinating such on-campus activities as Spirit Days, dances, assemblies, and elections. Students not in the Leadership Class can become involved in student government by becoming members of Student Congress. Elections for 7th grade representatives and 8th grade senators are held the first trimester of the school year in social studies classes. The ASB also sponsors various clubs on campus.

Honors Program

The Honors Program at Potter Jr. High consists of three separate areas: Language Arts, Social Studies and Math. Students may participate in the Language Arts, Social Studies or Math programs, or all. Honors program occurs in both 7th and 8th grades in preparation for participation for Honors and Advanced Placement classes in high school. Students identified for Honors classes will participate in a challenging program with high expectations for performance. Students who earn a grade below a "C" in an Honors course have one grading period to raise the grade or risk being removed from the class and placed in a more appropriate setting.

Grade Reporting

Our reporting system consists of two types of reports:

- Progress Report – Parents receive at the midpoint of each trimester.
- Report Card – Sent at the end of each trimester (twelve-week periods).

The teacher of each course shall determine the student's grade. Each teacher shall base a student's grades on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom assignments, tests, and portfolios.

Students' level of progress shall be reported as follows:

- A Excels at the grade level standards; outstanding achievement
- B Meets the grade level standards; above average achievement
- C Approaching grade level standards; average achievement
- D Below grade level standards; below average achievement
- F Significantly below grade level standards; little or no achievement
- I Incomplete

Each teacher will attempt to keep parents informed through telephone calls, notes, grades posted online or, if needed, a face-to-face conference. If students are on a daily-check, students are responsible for giving their teachers the proper document to sign. Parents may also email individual teachers.

Grades for Citizenship, Study Skills, and Effort

Citizenship, Study Skills, and Effort are reported separately from academic grades.

Study Skills, and Effort are based on a student's responsibility for completing assigned work, including completing work that is missed due to absences, suspensions, or assignments to alternative learning centers including school suspension.

Citizenship is based on compliance with site and district expectations for student behavior. Grades for citizenship, study skills, and effort shall be reported as follows: Honor Roll

Grade for Citizenship, Study Skills and Effort

O (Outstanding), Consistently high compliance with site and district expectations for behavior, Completes all assignments, including homework

S (Satisfactory), Generally complies with site and district expectations for behavior, Completes most assignments, including homework

N (Needs Improvement), Needs to improve compliance with district and site expectations for behavior, Completes some assignments, including homework

U (Unsatisfactory), Extremely poor compliance with district and site expectations for behavior, Completes few assignments, including homework

Students are honored at the end of the year for excellence in academics and citizenship. These include:

-Scholastic Award: (8th grade) Students that have maintained a 4.0 GPA through both 7th and 8th grades at Potter.

-Board Scholarship Awards: (8th grade) Students must achieve a cumulative 3.75 GPA or above for two years at Potter through five trimesters.

-Principal's Honor Roll: (7th and 8th grade) Students qualify if they achieve a cumulative 3.75 GPA during the current school year.

Parent Conferences

Parent conferences are provided as an opportunity for students, parents and teachers to create an academic plan for students.

Parents are encouraged to attend. Parent conferences will be held in October of 2023 for all students and in March of 2024, on an as-needed basis. Students will attend minimum/shorten days, and conferences are held in the afternoon by appointment. Specific details of the conferences will be sent home at a later date.

Academic and Behavior Intervention Programs

For those students struggling academically and behaviorally who might need adult assistance with assignments and understanding lessons, Potter may offer after-school intervention programs four days a week on Monday, Tuesday, Thursday and Fridays from 3:10 to 4:10 p.m. and a lunch time intervention program five days a week on Monday - Friday.

Homework

Homework is a valuable extension of class instruction that allows students to practice skills and reinforce new learning. It also teaches students to budget their time and develop the good study habits necessary for a successful education. Assignments vary in length and in level of difficulty in order to achieve these goals. Combined daily homework should not extend beyond 70 minutes for 7th Grade students and 80 Minutes for 8th Grade students, not to include time spent on special projects or completing missed work. Parental support is necessary to encourage organization and time management. Communication between teacher and parent is crucial in helping students who are having difficulty completing homework. Parents are encouraged to contact teachers if there is a question/concern about homework. Homework and makeup work policies are listed in class syllabi and assignment progress can be checked online at the Potter website through the Infinite Campus system. Any student who is absent is required to make up missed work. It is the student's responsibility to get the missed assignments. Students should check with teachers the day they return to school.

Community Service/Lighthouse Leadership

In following the Leader in Me Lighthouse model, Potter encourages and explicitly teaches student leadership, beyond the student government elective. Potter encourages students to be leaders on campus through different clubs and electives such as Advancement Via Individual Determination (AVID), Community Service-Oriented Clubs, Potter Music Program, Yearbook, PALS, 21st Century Journalism just to mention a few. Students can help or serve on decision-making advisory committees such as School Site Council, Student Lighthouse Team, PBIS/Safe School Committee, Future Braves Day Ambassadors, or the English Learners Advisory Committee. Students are also encouraged to participate in Potter's Student Forums which are focus groups based on student opinions or the Student Congress in which they serve as class representatives in the Associated Student Body (ASB) government.

California Junior Scholastic Federation (CJSF)

The CJSF program is a statewide honors club based on grades in core academic classes. Membership is not automatic. Students must apply each trimester. Announcements will be made during each application period. Membership is always based upon the previous trimester grades. Honor Member status is based on any two of the Seventh-grade trimester's grades and the first two trimesters of

eighth grade (four trimesters in all). Honor Members will receive a gold seal that will allow them entry into CSF (California Scholastic Federation) as a ninth grader.

Student Leadership Recognition and Leadership Rally

Potter students are nominated by our staff members or other students for exemplifying one or more of the Seven Habits of Highly Effective Teens. The students are recognized during our Leadership Rally. Each Trimester two students, typically one seventh and one eighth grader will be recognized for their exemplary leadership skills. Additionally, two students each year will be selected to attend an honorary luncheon. This program is sponsored by the Fallbrook Rotary Club. For every student nominated, parents receive their nomination form in the mail, can attend a school luncheon, take yearbook pictures, receive front-of-the-line lunch privileges, and receive a certificate.

Dances

Potter's ASB schedules a few dances throughout the school year to foster good social behavior and to develop positive peer interaction within the junior high school setting. The rules listed below will help to provide for the safety and enjoyment of all students. Dance rules:

- Students are required to turn in a signed permission form to attend all dances/activities
- The student Code of Conduct, proper attire and standard rules of behavior apply at all times
- School dances are for Potter students only and are required to show their school I.D.
- Students who want to leave early and walk home from the dance must bring a signed parent note
- Students must be picked up within fifteen minutes following the dance. Failure to do so may result in the loss of privilege to attend the next dance.
- Failure to follow the above rules may result in disciplinary action.

Sports and Extracurricular Eligibility

In keeping with the CIF eligibility policies of high schools, Potter students need to maintain at least a 2.0 GPA (C average) and have no F's or U's (Unsatisfactory in citizenship) to remain on sports teams. Any student with F's, U's or below a 2.0 GPA will be eligible to try out for teams or activities with the understanding that they will need to raise their academic and behavioral marks in order to continue participation. Students who fall below this criterion and make the team will be placed on probation, will be ineligible to play in games, and progress will be monitored in the counseling office with weekly progress reports that are updated by teachers. If they are able to raise their marks, they can return to eligibility. If they are unable to make progress toward eligibility, their spot will be forfeited. On a day of an athletic contest, student athletes must attend at least four classes. This is confirmed by the coach and counselor's office. Students placed on Independent Study Physical Education must meet the district criteria within the appropriate timeline.

PBIS

The Potter staff strives to encourage positive student behavior and academic progress through our Positive Behavioral Interventions and Support (PBIS) program. PBIS encourages the explicit teaching and practicing of behavior expectations, monitoring and adjusting the behavioral program based on data, an emphasis on the educational component of behavior intervention, and the creation of greater incentives for positive behavior. Potter has created incentives such as Potter PRIDE Cards, which are handed out to students by school staff and can be redeemed for rewards. Potter also celebrates strong student achievement through an End of Trimester Reward Celebration for students that have a strong GPA, have perfect attendance without tardies or who have 4 or more "Outstandings" on their trimester report card. Potter PRIDE Time is another reward where students who avoid the non-participation list can choose enrichment activities during a specified time.

Code of Conduct – Philosophy & Goal

The Potter Junior High School Code of Conduct reflects the school's belief in the value of all students. It will be equitably enforced campus-wide and emphasizes the importance of obeying rules in a spirit of cooperation through understanding. Consequences listed in the PJHS code will be effective because they will be assigned in a way that encourages positive behavior and discourages continued misbehavior with a strong emphasis on future improvement. We expect our students to become self-directed, responsible citizens of the school and public communities.

This Code of Conduct is intended to orient you and your family to Potter's policies, services, rules of behavior, and the consequences for violating these rules. It was developed by staff, parents, and students in order to establish a firm, fair, and consistent discipline plan. A student is subject to administrative interventions and consequences for the prohibited acts that are school-related and occur at any time, including, but not limited to, when the student is on school grounds when school is in session, or when a school-sponsored activity is in progress, and/or when the student is going to or coming from school or a school-sponsored activity. The infractions and consequences in this code are intended to serve as guidelines for students, parents, and school personnel when

determining the best response to student misbehavior. The severity of any misbehavior or rule violation may impact the extent of the consequences. These guidelines are not meant to be inflexible. Factors such as chronic patterns of misbehavior or seriousness of the violation will result in more serious consequences.

Academic Requirements for End of Year Activities and 8th Grade Promotion

In order for 7th and 8th Graders to participate in end-of-the-year activities to include 8th Grade Promotion, they must meet the following criteria:

- Must not fail two or more core courses (social studies, language arts, math, science, physical education) in the final grading period.
- Must not have a total of five or more failing report card grades out of the 15 core course grades throughout the school year.

Non-Participation List (Non-Par)

Student eligibility for all extra-curricular activities is based on the number of demerits the student has received. Students receiving 3 demerits in the previous 30 days of school shall be placed on a non-participation list for 4 weeks. Students on the non-participation list are excluded from the following: school dances, assemblies, contests, programs, performances, year-end activities, intramural, extracurricular, and lunchtime activities.

Additionally, students accumulating demerits throughout the year will not be eligible to participate in the end of the year activities to include 8th Grade Promotion as indicated below:

| | |
|-----------------------------------|-------------|
| 8th Grade Dance | 15 demerits |
| 8th Grade Knott's Berry Farm Trip | 20 demerits |
| 7th Grade Carnival | 20 demerits |
| 8th Grade Promotion | 25 demerits |

Demerits

Students are expected to demonstrate good behavior, be respectful and follow school rules at all times. When a student breaks a school rule, they may be assigned one of the consequences listed below:

| | |
|---------------------------------------|------------|
| Warnings and conferences | 0 demerits |
| Detentions assigned by office/teacher | 1 demerit |
| In-School Suspension (ISS) (period) | 1 demerit |
| In-School Suspension (ISS) (day) | 2 demerits |
| Off-Campus Suspension | 3 demerits |

Service Points

Students may remove demerits by earning school service points. One school service point is awarded for one hour of school service. For each service point earned, one demerit will be removed.

Potter Honor Code

We have high expectations for Potter students. They are expected to work independently and honestly on academic assignments. Cheating and plagiarism will not be tolerated, and students will receive immediate consequences. All tests, quizzes, reports, assignments are subject to this policy. Please review the Honor Code with your student and discuss the importance of completing his/her own work and the integrity of not sharing work with other students.

Cheating includes, but is not limited to, looking at another student's paper, copying from another student, helping another student cheat on an exam or assignment, copying questions from an exam, texting answers (via cell phone) or photographing questions (via cell phone) from a test.

Plagiarism is a form of cheating in which the work of someone else is offered as one's own. The language or ideas taken from another may range from isolated sentences or paragraphs, to entire articles copied from printed sources, speeches, Internet sources, or the work of other students. If used, the material must be cited as a direct quote and the source referenced.

A first violation will result in a parent contact, a discipline referral, placement on non-participation status for 4 weeks, the assignment being redone for a lowered grade, and a mark "Needs Improvement (N)" in citizenship. A second violation will result in a parent conference, a discipline referral with an elevated consequence, placement on non-participation status for 8 weeks, the assignment being redone for a lowered grade, and a mark "Unsatisfactory (U)" in citizenship.

Communication with Parents about Student Behavior

Helping adolescent students become self-directed, responsible citizens requires a partnership between the school and home. Parent contact, when a student has violated the Code of Conduct, is done with the intent to inform parents of concerns and enlist support

in correcting the behavior in question. Whenever possible, parents will be contacted at the first sign of concern. However, minor transgressions that allow students to accept individual responsibility for improvement may be handled without immediate parental notification. In such cases, students will be given an opportunity to demonstrate improvement before notification. Subsequent failure to correct the behavior in question will result in parent contact. Any time a student is assigned After school Behavior Intervention (3:10-4:10 pm), in-school or out-of-school suspension, there will be prompt parent contact.

Office Referrals

Students are expected to cooperate with all school personnel. Each teacher handles his/her classroom discipline; however, continued problems could result in an office referral where disciplinary action to correct unacceptable behavior will be taken. Any staff member may refer a student who is disruptive on campus to the office, at any time. Students who have been referred to the office are expected to be seated in an assigned area and wait to be seen by a counselor or administrator. Continued misbehavior or disruption while waiting in the office after referral may result in suspension from school. Students who are uncooperative with substitute teachers will receive an administrative referral.

Detention/Campus Beatification

Individual teachers may hold lunch detention as part of their classroom discipline plan. Administrative detentions will be held before school, during break or lunch and after school. Campus Beautification assignments will be after the student has eaten lunch. Failure to attend may result in more severe consequences.

Restorative Circles

Restorative circles are restorative discipline strategies used to develop relationships, build communities, and respond to conflicts and problems that arise. With restorative circles, students are given an equal opportunity to speak, and be listened to.

Buddy Room

The purpose is for students to get a short amount of time to think about their actions in a partner teacher's classroom and to create a plan as to how their behavior will change when they return to class. This is a low-level intervention for students who engage in mildly disruptive behavior in class. Students who do not proceed directly to the partner teacher's classroom, or who disrupt the partner teacher's classroom will be assigned the next level of discipline.

Reflection Projects

We learn from reflecting on experiences, good and bad. A Reflection Project is a very effective tool to use when a student is displaying unacceptable behaviors. This can be used to help correct undesired behaviors by asking students to analyze their motivation, identify the impact of their behavior, and make a plan to change the behavior in the future. Reflection Projects may be assigned on an informal basis; staff members can assign Reflection Projects to be completed immediately in the classroom when students are exhibiting behaviors that run contrary to our Potter Conduct Code. Reflection Projects may be assigned on a formal basis; staff members can officially assign Reflection Projects to be completed with the guidance of a school staff member or school counselor during lunch/break period.

In-School Suspension

The In-school Suspension program is provided for students who have been suspended for offenses as specified in the Code of Conduct. Students are assigned either for their entire suspension period or for reintegration after an out-of-school suspension. Academic assistance is provided to keep students current in their academic progress. The social-emotional component stresses individual responsibility and accountability.

Fighting, Physical Aggression, and Hazing

It is a foremost concern of the Fallbrook Union Elementary School District and the administration of Potter Junior High School to provide a safe environment for learning. Fighting, physical aggression, or harassment is not tolerated at any time. The consequences for fighting are printed in the Code of Conduct under Level I Infractions (caused, attempted to cause, or threatened to cause injury to another person). Administrative investigation will determine the severity of punishment assigned to aggressors and defenders in physical confrontation. Self-defense is defined as actions intended to block blows by an aggressor, or actions taken to disengage from a confrontation (i.e., leaving, seeking the assistance of an adult supervisor). Students who strike retaliatory blows or otherwise engage in physical aggression will be considered participants in the fight and will be subject to disciplinary action. Length of discipline will be based on investigation into degree of aggression, instigation and prior history of confrontation. Students who encourage, provoke, instigate a fight, or otherwise harass another student, are also subject to suspension. Students may not participate in hazing to celebrate birthdays as this causes campus disruption.

Tobacco/Alcohol/Controlled Substance

Possessing or using illegal drugs, a controlled substance, alcohol, tobacco, e-cigarettes, vape devices, or hookah pens on school premises constitutes cause for suspension and possible expulsion. The Potter staff believes that a drug-free campus is of highest priority. Students failing to adhere to this code may be subject to expulsion. The FUESD is a tobacco-free workplace. Smoking and like products are not permitted anywhere on campus.

Bullying and Sexual Harassment

According to California Education Code, bullying is defined as “any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of electronic act, as defined, including, but not limited to, sexual harassment, hate violence, or harassment, threats or intimidation that have the effect or can reasonably be predicted to experience substantial interference with academic performance or to participate in or benefit from the services, activities, or privileges provided by the school.”

Sexual harassment involves unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature made against another individual or group. Sexual harassment may be physical (grabbing, touching, gesturing), verbal (sexual propositions, comments, threats), written (notes, drawings, pictures), or social and emotional (spreading rumors, leering).

School personnel will respond to all reports and observations of bullying and sexual harassment. Each complaint will be promptly investigated. This policy applies to incidents occurring on school grounds, during a school-sponsored event, and while traveling to and from school, or a school-sponsored activity. Confirmed incidents of bullying and sexual harassment will result in one or more of the following interventions implemented by the school:

- Provide support for the individual(s) who was a victim of bullying or sexual harassment
- Apply disciplinary action to individual(s) who bullied or sexually harassed others. California Education Code section 48900 and 48900.2 allows for the suspension or recommended expulsion of a student participating in an act of bullying or committing sexual harassment as determined by the principal
- Assist the individual(s) who is bullied or sexually harassed in building awareness of the consequences of his/her behavior, and in developing strategies to engage in more positive actions
- Educate and empower the bystanders involved to respond when witnessing bullying and sexual harassment
- Communicate with the parents of the individuals involved to develop a plan for follow-up, and to form a partnership to prevent future incidents.

Students and parents play an important role in stopping bullying and sexual harassment from occurring at school. Students are encouraged to take action against bullying and sexual harassment by creating a peer culture of respect. Both students and parents should notify school staff of incidents of bullying and sexual harassment by calling the school directly at (760) 731-4150 or visiting the Potter website at <https://pjh.fuesd.org/>.
AB 1729 (Ed Code 48900.5)

Requires alternate means of correction designed to address and correct the student’s specific misbehavior under the specific Ed. Code violations be documented prior to suspending a student under 48900 (f)-(t).

Potter Restorative Discipline Guidelines

At Potter Junior High School, we understand that young people make mistakes, and it is the school’s role to support their social-emotional growth as well as their academic growth. When our young people make mistakes, our goal is to create opportunities for them to take accountability for their actions and correct their mistakes. We are committed to engaging in the kind of restorative justice that is rooted in learning and teaches appropriate conduct consistent with school values.

When disruptive behaviors occur, we will attempt to address them in a restorative manner focused on needs, accountability, and addressing root causes. Our staff will work to connect every student to services and caring adults in order to ensure that such students are supported in every way possible. Consequences are applied based on the following guidelines and may be adjusted based on individual circumstances and student behavior record at the discretion of the school administration where other means of correction may be applied.

Students may face both restorative discipline and retribution (consequences) if the act/violation is related to a school activity or school attendance, including but not limited to the following: (a) while on school grounds; (b) while going to or coming from school; (c) during a school lunch period whether on or off campus; or (d) during or while going to or coming from school sponsored activity. (Education Code 48900).

(J) Procedures to Prepare for Active Shooters

Fallbrook Union Elementary School District uses the K12 Standard Response Protocol for emergency situations. Instead of reacting to multiple different events, staff and students prepare four different responses. For hazards on campus, including an active shooter, intruder, or other scenario that presents a danger to students and staff, we would do a lockdown drill. These drills are conducted monthly.

All staff are trained on the procedures and responses in an emergency including those that would take place in response to an active shooter. Emergency response procedures are posted in classrooms and reviewed periodically with students based on developmental levels and maturity. The following procedures should be followed in the case of an active shooter or a threat of violence is suspected:

1. Upon first indication of a active shooter or suspected individual, personnel should immediately notify the principal or designees, who becomes the Incident Commander.
1. Incident Commander will initiate the appropriate emergency response action.
2. 9-1-1 will be called and remain on the phone until it is no longer safe to do so.
3. District office will be called if possible by secondary office staff member if safe to do so.
4. All staff shall monitor email/cell phones with updates from Incident Commander.

(K) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

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

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

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

Students who violate district or school rules may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or co-curricular activities. Based on Board Policy 5131 – Conduct.

Opioid Prevention and Life-Saving Response Procedures

The school's primary goal in the fight against opioids and fentanyl use is prevention.

The school will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - o How opioids and fentanyl affect the body's systems.
 - o Refusal strategies
 - o The signs and symptoms of use/abuse
 - o The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe, and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone does not affect non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.)

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in the middle of the chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (a technique based on the rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when an opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA). It has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive to opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

The school uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of the effect of naloxone depends on the dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer-acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or

confused, which may improve by reassuring and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid-intoxicated or opioid-dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life-threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life-threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

OPIOID ANTAGONIST MEDICATION SPECIFICS

TRAINING

Training is required before the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of Narcan
- Basic emergency follow-up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

STORAGE

Naloxone will be stored in accordance with the manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. Naloxone has a shelf life of 18 months to two years and should be stored between 59 and 86 degrees Fahrenheit and should be kept away from direct sunlight. It should be stored in a secured but unlocked location, where all trained personnel shall have access to the medication. Inspection of the naloxone shall be conducted at regular intervals.

Naloxone is stored in the school nurse's office.

Response Procedures for Dangerous, Violent, or Unlawful Activities

The District and School are committed to assessing and responding appropriately to dangerous, violent and 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.

The “Assessment of the Current Status of School Crime and Safety” along with the “Risk Assessment” portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity. School administration, safety committee, risk management and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, administration will follow District procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney’s office. The School adheres to the following Law Enforcement Notification Matrix in

| CALL 911 | CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency) | Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency) |
|--|--|---|
| <ul style="list-style-type: none"> • Bomb threat/Suspicious package • Firearm on campus • Explosive on campus • Fire • Immediate risk of harm to student(s) and/or staff • Intruder on campus • Medical emergency • Possible abduction | <ul style="list-style-type: none"> • Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) <ul style="list-style-type: none"> ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) <ul style="list-style-type: none"> ○ Touching an intimate part of another person, against the person’s will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) <ul style="list-style-type: none"> ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity | <ul style="list-style-type: none"> • Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) <ul style="list-style-type: none"> ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet. |