



2024-2025 Comprehensive School Safety Plan

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Section 1 – Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e). This plan is available for public inspection during normal business hours at the Maple Creek School District District office is located at 4182 Walnut Dr, Eureka, CA 95503-6223 . For questions regarding this plan please call (661) 849-3386.

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

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

Maple Creek School District CSSP

School Stakeholders

- **Administrator:** Beth Wylie
- **Teachers:** Jacklyn Johnson
- **Parents:** Zoe Muizelaar
- **Classified:** Zoe Muizelaar

Law Enforcement, Fire Department, Emergency Response

- **Sheriff, Police:** William F. Honsal, Sheriff, Humboldt County Sheriff's Office
- **Fire Department:** Wes Row, Assistant Chief-EMT 1, Kneeland Volunteer Fire Protection District

Vision Statement

Emphasis on promotion of literacy in language arts, mathematics and technology skills:

- High expectations and an optimal learning environment produce proficient and advanced academic skills;
- Students, teachers and parents cooperate in a nurturing and interactive educational setting that enhances the learning experience;
- Digital citizenship in the world of technology-enhanced with innovative professional development for staff, engineered toward student engagement and skill advancement.

Emphasis on communication skills:

- The classroom environment promotes the development of personal responsibility, positive social skills, effective self-management strategies, and respect for self and others;
- Collaborative projects provide opportunities to think critically, be creative, solve problems and work as a community;
- An outstanding global studies, visual, and performing arts program provides a stage for students to demonstrate these skills;

Mission Statement

The mission of Maple Creek Elementary School District is to provide an exemplary educational program for the students of Maple Creek School. The high teacher-to-student ratio provides personalized instruction to foster the development of each student's talents, academic performance and social/emotional growth. We provide a solid foundation for our students to enter high school, college and chosen career paths.

Meeting Minutes

Public Meeting

Sent to:	Name Of Person Invited	Date Sent:
<i>School Community Members</i>		
<input type="checkbox"/> PTA:	Zoe and Gijs Muizelaar , Ashley Gobert	1/31/25
<i>Law Enforcement, Fire Department, Emergency Response</i>		
<input type="checkbox"/> Sheriff, police:	Billy Honsal	1/31/25
<input type="checkbox"/> Fire Department:	Wes Row	1/31/25
<i>Local Government</i>		
<input type="checkbox"/> City Manager's Office:	N/A	
<input type="checkbox"/> County Supervisor Office:		
<input type="checkbox"/> Other Local Governmental Representatives:		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Section 2 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document. Code and Legal References have been removed. For access to documents in their original and approved form please contact the District office at (661) 849-3386).

Child Abuse Reporting – AR 5141.4

Definition of Child Abuse

Child abuse means a physical injury that is inflicted upon a child by another person and such injury is other than accidental. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
 - a. Injury inflicted by another person.
 - b. Sexual Abuse.
 - c. Neglect of child's physical, health, and emotional needs.
 - d. Unusual and willful cruelty; unjustifiable punishment.
 - e. Unlawful corporal punishment.
2. Not Considered Child Abuse
 - a. Mutual affray between minors
 - b. Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For the purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

Mandated Child Abuse Reporting

- a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
- b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report.

The telephone call must be made immediately or as soon as practicably possible by telephone, within 24 hours.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and administrator to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews and adopted children. (Family Code § 2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older, lewd & lascivious acts committed by a partner of any age or if the partner is the alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years.
- b. There are lewd and lascivious acts committed by a partner more than 10 years older than the child.
- c. The partner is the alleged spouse and over 21 years of age.

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age.
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship.
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship.

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14

and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

Child Abuse Reporting

- a. As well as the Education Code employees are answerable to Fremont Unified School Board Policies 5141.4 and 5141.41 (see Appendices pp.112-119)
- b. Child Abuse Reporting Number: (510) 259-1800

Staff Training

- a. Personnel new to the District receive Child Abuse Identification and Reporting Procedure training as a routine part of their new-teacher orientation held in August of each School Year and also receive a handbook with an outline of the procedure. All Adult School personnel review the Child Abuse Reporting Procedure annually at the annual orientation each September at the beginning of the new School Year.

Suspected Child Abuse Report Form – (BCIA 8572)

STATE OF CALIFORNIA
BCIA 8572

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

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

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

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

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (continued)

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

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

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

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

V. DISTRIBUTION

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

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

ETHNICITY CODES

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

Suspension and Expulsion/Due Process – BP 5144.1

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

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

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

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

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

Appropriate Use of Suspension Authority

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

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

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been

initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

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

Authority to Expel

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

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

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

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

A vote to expel a student shall be taken in a public session.

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

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

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The

Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

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

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

Approved 06/01/2015

Suspension and Expulsion/Due Process – AR 5144.1

Definitions

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

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

Notice of Regulations

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

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code

- 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
 8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
 9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
 10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
 11. Knowingly received stolen school property or private property (Education Code 48900(l))
 12. Possessed an imitation firearm (Education Code 48900(m))
Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
 13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
 14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
 15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
 16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))
Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

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

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

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items

#1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

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

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

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

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)
Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity,

religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

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

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

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

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

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

Suspension by Superintendent, Principal or Principal's Designee

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

disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

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

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

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

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

Length of Suspension

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

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

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

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives,

safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

***Note: The following optional paragraph may be revised to reflect district practice.

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

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

and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

- c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
- d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

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

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

On-Campus Suspension

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

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed

by the student during the suspension.

4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing.
(Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

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

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

Student's Right to Expulsion Hearing

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

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

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

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

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

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

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

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

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

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

Written Notice of the Expulsion Hearing

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

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code

48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

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

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

Conduct of Expulsion Hearing

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

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in

closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

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

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

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

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a

hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

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

days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

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

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

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

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

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion

agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

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

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

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

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

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

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

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

Decision to Suspend Expulsion Order

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

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

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

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

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if

the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

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

Notification to Law Enforcement Authorities

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

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

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

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

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

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

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

Readmission After Expulsion

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

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

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

Maintenance of Records

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

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

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

Approved 06/01/2015

Staff Notification of Dangerous Students

California Education Code Section 49079 requires that information the District receives about its pupils from a law enforcement agency must be shared with his/her teachers. Students who have or who are reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, 48900.4, or 48900.7 fall into this category. At Fremont Adult School, teachers receive copies of all school suspensions and have access to student records for events at other sites.

Staff Training

Personnel new to the District receive Student Discipline training as a routine part of their new-teacher orientation held in August of each School Year and also receive a handbook with an outline of the procedures.

A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(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 any object of this type, the pupil had 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.
- 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.
- 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 then 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. Stolen or attempted to steal school property or private property.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.
- i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug

- paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- j. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 - k. Knowingly received stolen school property or private property.
 - l. Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is 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 Section 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 pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
 - o. A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur 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 the campus.
 - 4) During, or while going to or coming from, a school sponsored activity.
 - p. It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

- a. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.
- b. For the purposes of this section, “terrorist threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$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.

Sexual Harassment – BP 5145.7

The Governing Board is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes.

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g., a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades K-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

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

Sexual Harassment – AR 5145.7

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

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

Note: The following list contains common examples of sexual harassment from the U.S. Department of Education Office for Civil Rights (OCR) publication Revised Sexual Harassment Guidance and definitions specified in 5 CCR 4916.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

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

School-Level Complaint Process/Grievance Procedure

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any teacher, administrator, or member of the governing board. Within 24 hours of receiving a complaint, the school employee shall report it to the district Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent. In any case of sexual harassment involving the Superintendent to whom the Principal would ordinarily report the complaint, the employee who receives the student's report or who observes the incident shall instead report to the President of the Governing Board.

2. Initiation of Investigation: The Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall consider the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment in determining whether it is reasonable to pursue an investigation.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.
4. Investigation Process: The Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel.

5. Interim Measures: The Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students on temporary independent study or assigning them to the office.
6. Optional Mediation: In cases of student-to-student harassment, when the student who complained and the alleged harasser so agree, the Principal may arrange for them to resolve the complaint informally with the help of a trained adult. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.
7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Principal may take into account:
 - a. Statements made by the persons identified above
 - b. The details and consistency of each person's account
 - c. Evidence of how the complaining student reacted to the incident
 - d. Evidence of any past instances of harassment by the alleged harasser
 - e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Principal may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different students.
- g. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If sexual harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. The Principal shall review this report with the Superintendent or designee prior to presenting it to other involved parties. If the Principal and Superintendent cannot reach an agreement regarding any aspect of the report, then the report will be presented to the Governing Board President for final decision. Once the report is approved by either the Superintendent or the Governing Board President, this report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused.

In addition, the Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Principal shall also make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti (cf. 5131.5 - Vandalism and Graffiti)
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
 2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
 3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
 4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Note: Items #5 and #6 below are optional.

5. Be included in the student handbook
6. Be provided to employees and employee organizations

(2/97 11/01) 3/09

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

Schools must include plans for:

Identifying the population of people with disabilities determining proper signage and equipment Training staff to assist individuals with disabilities Coordinating with emergency response personnel

Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location See site map p. 148

Off-Campus Evacuation/Assembly Location

The following sites have been identified as sites that could potentially house the Maple Creek School staff and students during an emergency:

1. Blue Lake Elementary
2. Carlene Coglaiti

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the “Shelter-in-Place” procedures outlined on page 123

Staff Training

1. Personnel new to the District receive training on the emergency procedures as a routine part of their new-teacher orientation held in August of each School Year and also receive a handbook with an outline of the procedure.
2. All Adult School personnel review the emergency procedures annually at reorientation each September at the beginning of the new School Year.

Daily Ingress/Egress Routes

A map of the daily ingress/egress routes is available in the school office.

Discipline – BP 5144

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate

discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

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

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

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Approved 09/06/19

Discipline – AR 5144

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

Site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

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

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day

on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
Note: The Public Counsel's Fix School Discipline Project recognizes that exposure to chronic violence and other family or community traumas, such as serious accidents and life-threatening illnesses involving loved ones, and to conditions such as homelessness, may affect students' ability to learn and function well in school, and urges schools to adopt policies that recognize those factors and provide appropriate support to students.
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Community service as provided in the section below entitled "Community Service"
13. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
14. Reassignment to an alternative educational environment
15. Suspension and expulsion in accordance with law, Board policy, and administrative regulation
Note: Pursuant to Education Code 48900.5, when a student's misbehavior may result in a referral for suspension or expulsion after other means of correction have failed, the district may document and place in the student's record any other means of correction used to address the behavior. The following optional paragraph may be revised to reflect district practice.
When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records.
(Education Code 48900.5)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

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

Approved 09/06/19

Bullying – BP 5131.2

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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

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

Bullying – AR 5131.2

Definitions

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms,

playgrounds, hallways, restrooms, and cafeterias

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

Note: Education Code 32283.5, as amended by AB 2291, requires districts to make available annually, to certificated staff and all other employees who have regular interaction with students, the CDE's online Bullying Module described below.

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

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

Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

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

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Behavioral Intervention Plan

Not in place at this time

Emergency Operations Plan

Assumptions (Read Me First)

This Emergency Operations Plan (EOP) is designed to be reader-friendly and avoids, as much as possible, technical jargon. However, you will better understand this plan and be equipped to manage incidents and crisis events by taking some preliminary, on-line courses. These courses are expected of you, if you are identified as a member of our District's Emergency Operations team.

If you have never taken any Federal Emergency Management Administration (FEMA) courses or if it has been several years, you will need to register for a Student Identification Number (SID) at: <https://cdp.dhs.gov/femasid>. The SID will be necessary for all FEMA Independent Study (IS) course registrations and in order to take the exam for each class – retain the ID for our records

The courses you are expected to take, as a minimum, are as follows:

IS-100.C: Introduction to the Incident Command System

<https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>

IS-200.C: Basic Incident Command System for Initial Response

<https://training.fema.gov/is/courseoverview.aspx?code=IS-200.c>

IS-700.B: An Introduction to the National Incident Management System

<https://training.fema.gov/IS/courseOverview.aspx?code=IS-700.b>

There are many other online or in-person courses you could take, and these would only enhance your understanding of our plan and the methodology used both in California, and nationwide, for managing incidents.

Format of this Plan

This plan follows current best practices and is formatted into three sections, as identified below. They are, the *“Basic Plan,”* the *“Functional Annex,”* and the *“Hazard/Threat Annex.”*



The Basic Plan section of the school EOP provides an overview of the school's approach to emergency operations. Although the Basic Plan section guides the development of the more operationally oriented annexes, its primary audiences consist of the school, local emergency officials, and the community (as appropriate). The elements listed in this section should meet the needs of these audiences while providing a solid foundation for the development of supporting annexes.

The Functional Annexes section details the goals, objectives, and courses of action of functions (e.g., evacuation, communications, and recovery) that apply

across multiple threats or hazards. Functional annexes set forth how the school manages a function before, during, and after an emergency.

The Threat and Hazard-Specific Annexes section specifies the goals, objectives, and courses of action that a school will follow to address a particular type of threat or hazard (e.g., hurricane, active assailant). Threat and hazard-specific annexes, like functional annexes, set forth how the school manages a function before, during, and after an emergency. *(Excerpted from the Guide for Developing High-Quality School Emergency Operations Plans; copyright 2013.)*

Promulgation

BETH WYLIE
SUPERINTENDENT
MAPLE CREEK ELEMENTARY SCHOOL DISTRICT
EMERGENCY OPERATIONS PLAN PROMULGATION

The primary role of government is to provide for the welfare of its citizens. The welfare and safety of citizens is never more threatened than during disasters. The goal of emergency management is to ensure that mitigation, preparedness, response, and recovery actions exist so that public welfare and safety is preserved.

The Maple Creek Elementary School District Emergency Operations Plan provides a comprehensive framework for District-wide emergency management. It addresses the roles and responsibilities of government organizations and provides a link to local, State, Federal, and private organizations and resources that may be activated to address disasters and emergencies in Maple Creek Elementary School District.

The Maple Creek Elementary School District Emergency Operations Plan ensures consistency with current policy guidance and describes the interrelationship with other levels of government. The plan will continue to evolve, responding to lessons learned from actual disaster and emergency experiences, ongoing planning efforts, training and exercise activities, and Federal guidance.

Therefore, in recognition of the emergency management responsibilities of the Maple Creek Elementary School District and with the authority vested in me as the Superintendent of Maple Creek Elementary School District, I hereby promulgate the Maple Creek Elementary School District Emergency Operations Plan.

Date

BETH WYLIE
SUPERINTENDENT
MAPLE CREEK ELEMENTARY SCHOOL DISTRICT
MAPLE CREEK ELEMENTARY SCHOOL DISTRICT

MAPLE CREEK ELEMENTARY SCHOOL DISTRICT

Collaborative Planning Team

This Emergency Operations Plan was developed under the leadership of a collaborative planning team. Representatives whose signatures appear below are standing members of that team.

Beth Wylie
Superintendent
Maple Creek Elementary School District

Name
Title
Agency

Name
Title
Agency

Name
Title
Agency

Approval and Implementation

This plan supersedes the existing Maple Creek Elementary School District Emergency Operations Plan.

The transfer of management authority for actions during an incident is done through the execution of a written delegation of authority from a District to the incident commander. This procedure facilitates the transition between incident management levels. The delegation of authority is a part of the briefing package provided to an incoming incident management team. It should contain both the delegation of authority and specific limitations to that authority.

The Maple Creek Elementary School District Emergency Operations Plan delegates the Superintendent's authority to specific individuals in the event that he or she is unavailable. The chain of succession in a major emergency or disaster is as follows:

1. Gwen Neu, Education Coordinator
2. Rama Zarcufsky, Board President

Date

8/13/2021


BETH WYLIE
SUPERINTENDENT

MAPLE CREEK SCHOOL DISTRICT

Record of Changes

[illegible]

Record of Distribution

Plan #	Office/Department	Representative	Signature
01	Keenan & Associates-IMReady	Eric Olson	
02			
03			
04			
05			
06			
07			
08			
09			
10			

Basic Plan

Purpose

The primary purpose of the Emergency Operations Plan (EOP) is to define roles and responsibilities at the site of incidence and between the site of incidence and District Office Administration. The EOP establishes the minimum requirements for school and site plans throughout our District. This Plan meets State of California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) requirements.

A “Multi-Hazard” approach is used as recommended by the Governor’s Office of Emergency Services (OES – California). Multi-Hazard emergency management focuses on similar responses for similar incidents. This makes our job easier because we do not have to use voluminous plans for figuring out what we are going to do. It is based on easy-to-remember instructions and ensures that all students, employees, and visitors (constituents) know what to do at any given time for any given incident.

If you are reading this Emergency Operations Plan for the first time, please don’t be overwhelmed by the notion that you have to know everything there is to know about emergency or incident management. Our expectation is that you will discover how to use this plan by understanding its format and scope. We work with our community and governmental organizations that have a responsibility in the school emergency operations plan to provide a cohesive, coordinated response to certain incidents.

Our primary objective will always be to protect the lives and welfare of students, employees, and visitors in the event of a disaster or emergency condition. We will provide shelter, evacuate, relocate, or redirect our students, employees, and visitors, when necessary in order to protect lives and welfare. We will continue or reconvene instruction as soon as is prudently possible. We will strive to protect and preserve District property.

Objectives

To protect the lives and welfare of students, employees, and visitors (constituents) in the event of a disaster or emergency condition.

To shelter, evacuate, relocate, or redirect our students, employees, and visitors (constituents), when necessary, to protect lives and welfare.

To continue or reconvene instruction as soon as is safely and prudently possible.

To protect and preserve District property.

Scope

SEMS AND NIMS

The Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) are both very similar and utilize a standardized Incident Control System (ICS). They are considered transitional organizational structures that are used during an emergency or disaster. They remain in effect until school operations return to normal (pre-incident) conditions. This transitional organizational structure is based upon five principle activities performed at all emergency incidents. These are:

Command/Management - knowing who is in charge

Operations - personnel to respond to the emergency

Planning/Intel - getting the facts straight and planning for the future

Logistics - providing needed supplies and equipment

Finance/Admin - accounting and record keeping

The Incident Command System (ICS) organization allows for a modular and rapid expansion to meet the needs imposed by the scale of the emergency. An Incident Commander (IC) may implement the Site Plan for a site-specific event. The Superintendent will activate the District Emergency Operations Center when necessary, typically for larger, multi-site events. Delegation utilizing the Incident Command System (ICS) is from the top down and modular in nature so that only needed positions are filled. Ideally, no position directly supervises more than five subordinates.

When making assignments using this system it may be decided, due to the size of the site, that additional teams are needed, such as Search and Rescue. Additional teams can be assigned to cover this function. If, during a major disaster or crisis, all work for a particular function has been completed, those employees can be reassigned to different functions.

ICS can be used during any emergency at a school and is particularly useful for any kind of incident involving multiple school sites or outside agency involvement because of the standardized organization and terminology. ICS provides clear authority, direction, control, coordination and communication during and following any emergency.

Emergency Management Phases



The phases of an emergency or disaster situation are commonly placed into the following categories:

Preparedness

Includes plans or preparations made to save lives and to help response and rescue operations. Preparedness activities take place before an emergency occurs.

Response

Includes actions taken to save lives and prevent further property damage in an emergency situation. Response is putting our preparedness plans into action. Response activities take place during an emergency.

Recovery

Includes actions taken to return to a normal or an even safer situation following an emergency. Recovery activities take place after an emergency.

Prevention/Mitigation

Includes any activities that prevent an emergency, reduce the chance of an emergency happening, or reduce the damaging effects of unavoidable emergencies. Mitigation activities take place before and after emergencies.

The majority of Preparedness, Prevention, and Mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and Recovery activities can begin during an incident and occur after an incident. To help avoid confusion over terms and allow for ease of reference, this guide uses “before,” “during,” and “after.” Collaboration between schools and community partners ensures the coordination of efforts and the integration of emergency management plans.

Facilities

This plan is intended to account for incidents and emergencies occurring throughout the District's facilities, including:

District Support Facilities

District Office

Elementary Schools

Maple Creek Elementary School

Situation Overview and Hazard Analysis

Our District recognizes that it may respond to critical incidents or emergencies that occur within our jurisdiction. We are responsible for having an Emergency Operations Plan that addresses those risks which may occur and are within the scope of the District's ability to respond.

In order to provide a framework for our District's response to potential risks, we have conducted a Hazard/Threat Assessment (HTAS) and included the HTAS report at the beginning of the Hazard/Threat Annex. We have provided our plans for each identified risk in our Hazard/Threat Annex. Our District relies upon the emergency responders in our community, including Humboldt County Sheriff's Department, Humboldt County Fire Department, for services and support if the District is unable to address internally.

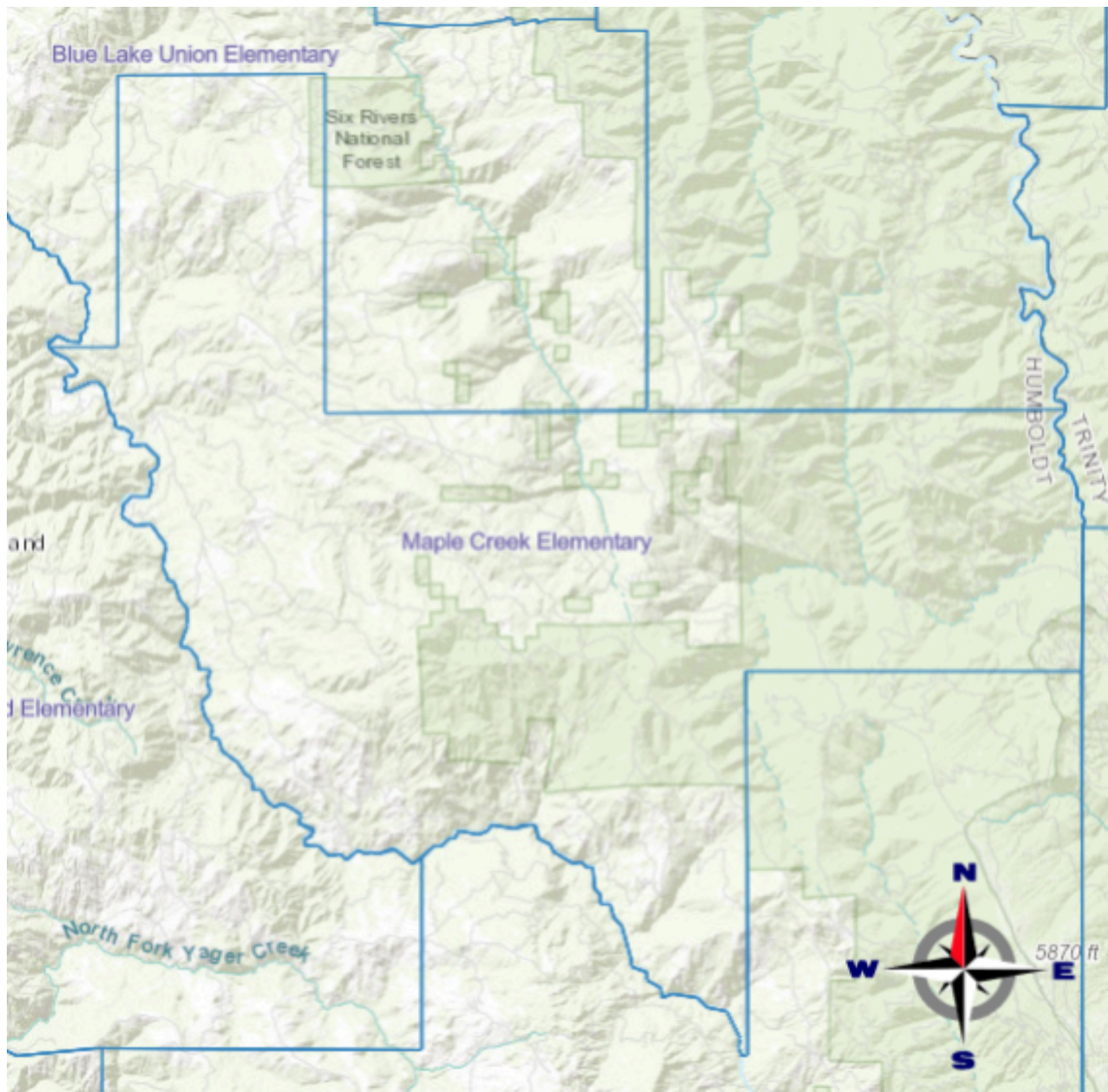
Our District utilizes the California Standardized Emergency Management System (SEMS), which fully complies, and in some cases exceeds the requirements of the National Incident Management System. SEMS is required by law in the State of California and utilizes a management tool called the Incident Command System (ICS) for managing emergencies and critical incidents that occur in California. More information on these items can be found in the Training and Exercises portion of the Basic Plan.

General Characteristics

Location

The Maple Creek School District is located in Humboldt County, California. The District Office is located in the city of Korb at the Maple Creek Elementary School site. The mission of Maple Creek Elementary School District is to provide an exemplary educational program for the students of Maple Creek School. The high teacher-to-student ratio provides personalized instruction to foster the development of each student's talents, academic performance and social/emotional growth.

District Boundary Map



Site Characteristics

District Office

General Population

Current occupancy is approximately 5 staff members.

Building Information

The site is located in the City of Korb, CA, which is approximately 11 miles from the City of Eureka, CA. The campus contains all administrative buildings that are located on the Maple Creek Elementary School site and is comprised of 3 permanent buildings with 0 portable buildings.

General Information

Maps of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs are included in the Authorities and References section of the Basic Plan. Incident Commanders will distribute instructions and locations for shutting off utilities in case of an emergency.

District Office Area Map



Maple Creek Elementary School

General Population

Current enrollment is approximately 11 students. These students are supported by a committed staff and faculty consisting of:

Count	Occupation
3	Teachers and specialists
1	Administrators
1	Maintenance and custodial staff

Special Needs Population

Classrooms containing students and staff that require additional assistance during an incident will be noted in a separate tracking document and identified by name and most likely locations. Staff members that have been trained and assigned to assist the special needs population during drills, exercises, and incidents are also listed in the tracking document.

Building Information

The school is located at the District Office on a 2-acre lot and includes 3 buildings, 1 athletic field, and 1 parking lot.

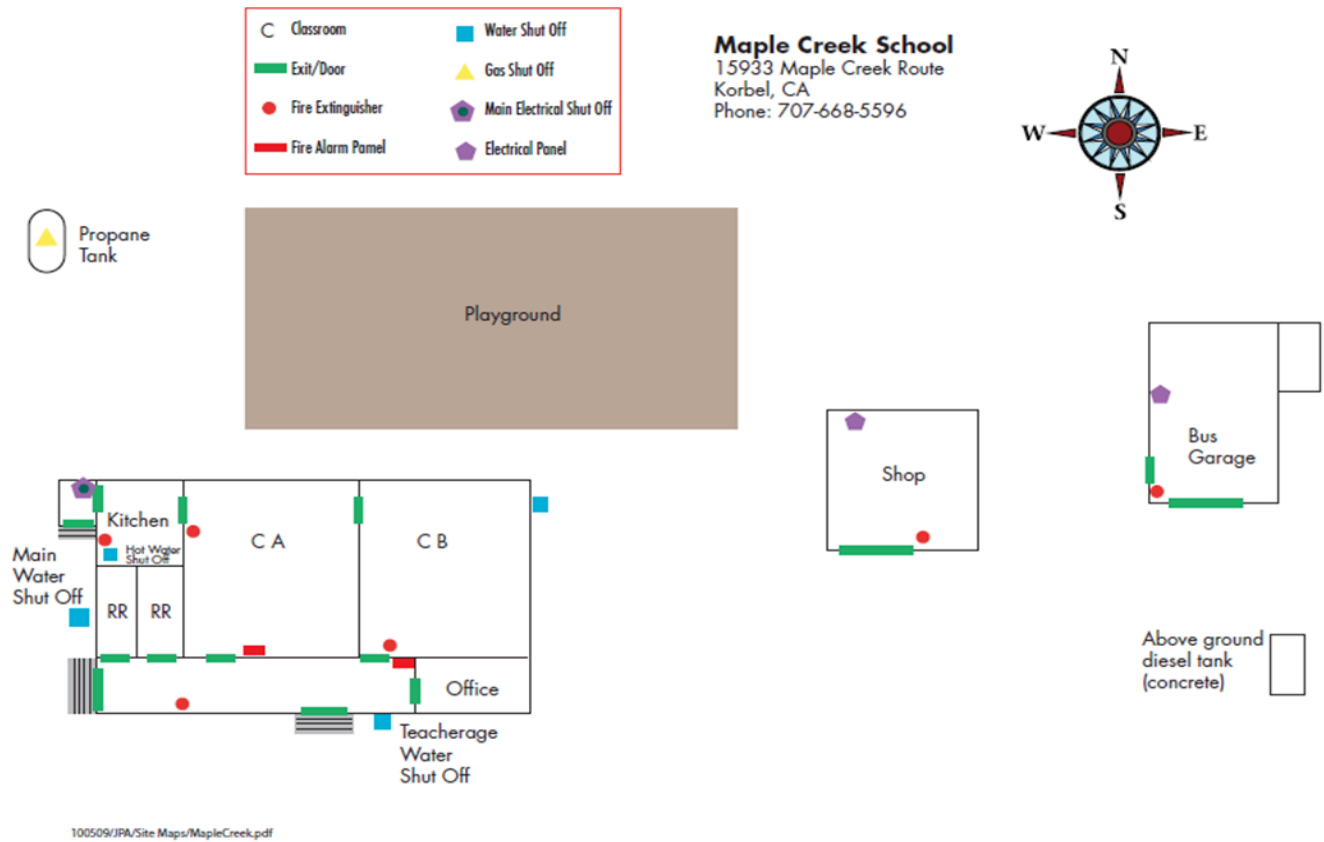
General Information

Maps of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs are included in the Authorities and References section of the Basic Plan. All staff members are required to know these locations as well as how to operate the utility shutoffs.



Maple Creek Elementary School Area Map

Maple Creek Elementary School Site Map



Planning Assumptions

Effective prediction and warning systems have been established that make it possible to anticipate certain disaster situations that may occur throughout the District or the general area beyond the District's boundaries.

It is assumed that any of the disaster contingencies could individually, or in combination, cause a grave emergency situation within the District. It is also assumed that these contingencies will vary in scope and intensity, from an area in which the devastation is isolated and limited, to one that is wide-ranging and extremely devastated. For this reason, planning efforts are made as general as possible so that great latitude is available in their application, considering they could occur in several locations simultaneously.

Initial actions to mitigate the effects of emergency situations or potential disaster conditions will be conducted as soon as possible by the District.

Assistance to the District by response organizations from the cities of Korb, Arcata, as well as Humboldt County is expected to supplement the efforts of the District in an efficient, effective, and coordinated response when District officials determine their own resources to be insufficient.

The California Office of Emergency Services, Coastal Region Operational Area, Mutual Aid Region II will supplement, not substitute for, relief provided by local jurisdictions.

It is the responsibility of officials under this plan to save lives, protect property, relieve human suffering, sustain survivors, repair essential facilities, restore services, and protect the environment.

Concept of Operations

The Superintendent of the Maple Creek School District has the authority to activate this plan, or in the absence of the Superintendent, another District manager who has been pre-designated in the Approval and Implementation section, has the authority to activate this plan. The nature of some responses taken by the District may be limited, based upon the scope of the incident. This is because the agencies responsible for resolving the most serious incidents are police, fire, emergency medical, emergency management, and utilities personnel. The District's primary responsibility is to protect students and staff.

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

In view of the District's susceptibility and vulnerability to natural, technological, and national security emergencies; continuing emphasis is placed on:

Emergency planning

Protecting life (highest priority), property, and the environment

Training of all personnel on their emergency response duties

District-wide emergency response awareness and education

Meeting the immediate emergency needs of students, faculty, staff, and guests; which include rescue, medical care, food, and shelter

Ensuring the adequacy and availability of sufficient resources to cope with such emergencies

Mitigating hazards that pose a threat to life, property, and the environment

Concepts presented consider the full spectrum of emergency responses to a hazardous condition. Some emergencies, preceded by a buildup period, may provide advance warning, while other emergencies occur with little or no advance warning. In either event, all available elements of the District's emergency management organization must respond promptly and effectively to minimize the damages caused to life, property, and operations.

Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage the incident and includes:

A list of the kinds of tasks to be performed by function

An overview of who does what in the Incident Command System (ICS)

The District may not be able to manage all the aspects associated with an incident without assistance. The District relies on other key personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Local staff may be required to remain on site to assist in an incident. If the Emergency Operations Plan is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

Roles and Responsibilities

Roles and responsibilities exist at three levels – the “Senior Executive and Policy Group” which consists of the Superintendent and the School Board (Superintendent is the School Board point of connection to the District). The second is the District Emergency Operations Center (DEOC) and is typically staffed with upper and middle management. The third is the “School Site” level which would include all the operations and facilities of each school or District site.

*For a visual representation of these roles and responsibilities refer to “Figure 1. Incident Management Team Overview” located in the **Direction, Control, and Coordination** section of the Basic Plan.*

I – Senior Executive and Policy Group

When an Incident affects more than one site, or the site’s ability to respond appropriately, the Superintendent may decide to activate the District Emergency Operations Center (DEOC). The Superintendent’s decision includes the response level and activations necessary to appropriately staff the District Emergency Operation Center (DEOC) in response to the Incident. The Superintendent may delegate or reassign responsibilities to others to remain free to operate at a Cabinet or Policy/Coordination Group level and maintain communication with the Board of Education, other agencies, and/or the public.

Overarching Priorities

Life Safety: Ensure the safety and security of District students, staff, volunteers, and visitors, including first responders, support personnel, and the general population

Unity of Effort: Coordinate and prioritize activities across all organizations involved in the response, to achieve common objectives

Incident Stabilization: Establish leadership to stabilize the incident and reduce future impacts

Protect Property and Environment: Protect infrastructure assets, systems, and networks, whether physical or virtual

Recovery: Reestablish educational services and help the community return to a new normal

Essential Responsibilities

Ensure the continuity of government

Activate specific legal authorities (disaster declarations, evacuations, states of emergency, and other protective actions)

Coordinate with the PIO/Joint Information Center (JIC) to keep the media and public informed

Request assistance through the DEOC director

Resolve any resource allocation conflicts

Coordinate with other elected officials and senior executives, including local, county, state and Federal offices, legislative delegations, and other dignitaries, to implement protective actions and ensure constituents' safety and welfare

Request and authorize release and approval of funding

Initiate Continuity of Operations (COOP) plan or Continuity of Government (COG) plan as required

Coordinate with all Incident Commanders (ICs) if multiple on-scene events occur.

Cabinet Members

Take direction from Superintendent and act as a liaison between administration and staff

II – District Emergency Operations Center (DEOC)

Gathers and analyzes incident information

Provides situational assessments during an incident

Receives questions and concerns

DEOC Director

The DEOC Director, under the direction of the Superintendent shall have the primary responsibility for supporting and maintaining all communication and coordination for the District in an emergency or disaster.

Coordinates the District Crisis Response Team

Establishes an office communications center and assigns office personnel to duties in the emergency headquarters, or at specific facilities

Maintains communication and provides direction to individual school sites and appropriate office staff

Ensures a prearranged communication system is in place between the District office and the affected sites in the event the regular telephone system is disrupted by the conditions of the disaster or emergency

Public Information Officer (PIO)

Acts as the designated spokesperson for all disaster/emergency-related information in coordination with the DEOC Director and the Superintendent. Additional coordination may be necessary with incident commanders and City/County Offices of Emergency Services. The press should be handled by the PIO exclusively and permitted to approach staff and students only after it has been determined this contact will not cause any adverse effects.

The duties of the PIO may include preparation of press releases, communication with parents and with all outside agencies, establishment of on-site rumor control/information post, and other related duties:

Determine, according to direction from the IC, any limits on information release

Develop accurate, accessible, and timely information for use in press/media briefings

Obtain DEOC Director's approval of news releases

Conduct periodic media briefings

Arrange for tours and other interviews or briefings that may be required

Monitor and forward media information that may be useful to incident planning

Maintain current information, summaries, and/or displays on the incident

Make information about the incident available to incident personnel

Participate in planning meetings

This section establishes the operational organization that will be relied on to manage the incident and includes:

A list of the kinds of tasks to be performed by position and organization

An overview of who does what

The District may not be able to manage all the aspects associated with an incident without assistance. The District relies on other key personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team, while a crisis or critical

incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Local staff may be required to remain at their site to assist in an incident. If this EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

Maintenance Staff

The maintenance staff will procure, distribute, and account for supplies, equipment, and other resources as needed. Maintenance personnel will be sent to District sites as needed, in order of highest to lowest priority. Assistance will be provided to the custodial staff at District sites as necessary, ensuring all gas, water, and electricity are shut off or provided under safe conditions.

Maintain tool inventory for emergency use

Check utility systems and appliances for damage

Shut off the main power and/or gas, if necessary

Fire control (Extinguish small fires before they get out of control)

Coordinate entrance and exits of emergency personnel and vehicles

Seal off and indicate areas where hazardous materials have been spilled

Other

Secretary/Clerical

Assist Superintendent as directed

Establish and coordinate Communication Center

District Office Personnel

Superintendent will assign staff (usually the District secretary and an assistant) to coordinate and operate the Communication Center.

Materials/Equipment

Emergency Operations Plan

Student rosters

Emergency cards

Office equipment such as tables, chairs, phones, battery-operated radio, two-way radio, bullhorn, copy machine, general office supplies

Other District Personnel

Perform duties as directed by their supervisors. In the event any District site personnel are in transit within the District when an emergency occurs (e.g., an earthquake), they are to report to the nearest District site as soon as it is safe to do so and report their location to their supervisors. (California Government Code, Ch.8, IV, Title 1)

III – School Site

The on-site administrator typically assumes the role of Incident Commander (IC) in SEMS/NIMS, manages incidents at the site level based upon this Plan and relevant Incident Action Plans. The Incident Commander (IC) establishes a Command Post (CP) at the site and remains at the Command Post (CP) to direct and coordinate activities on behalf of the Site. The Incident Commander (IC) liaises with appropriate emergency and disaster service agencies responding to the Incident.

Incident Commander(s)

The role of an Incident Commander may only be transferred or discontinued under the authority of this plan when the incident has been deemed stabilized or inactive by the Superintendent or his designee. The Incident Commander may delegate that authority to a qualified individual following a transfer of command responsibility.

The Incident Commander's responsibilities include:

Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP

Take steps deemed necessary to ensure the safety of students, staff, and other individuals

Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document

Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster

Work with emergency services personnel (depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)

Keep the Superintendent or his/her designee and other officials informed of the situation

Prepare the Incident Action Plan (IAP)

- Can work alone in establishing the incident management objectives or can include the input of the command staff
- IAP reflects overall priorities and supporting activities for a designated period, for each incident

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed otherwise. Responsibilities include:

Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols

Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders; according to established incident management procedures

Give appropriate action command during an incident

Report missing students to the Incident Commander or designee

Execute assignments as directed by the Incident Commander or ICS supervisor

Obtain first aid services for injured students from the school nurse or person trained in first aid; arrange for first aid for those unable to be moved

Render first aid if necessary

Counselors

Counselors aid with the overall direction of the incident management procedures at the site. Responsibilities may include:

Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols

Direct students according to established incident management protocols

Render first aid if necessary

Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster

Execute assignments as directed by the Incident Commander or ICS supervisor

School Secretary

Acts as medical/health coordinator allocate medical care and supplies as needed, maintain casualty reports, and in the case, of a major disaster, works in coordination with the Public Health Services.

Administers first aid/CPR as necessary to students and staff

Distributes first aid supplies as necessary

Works with emergency medical personnel

Organize first aid and medical supplies

Custodians/Maintenance Personnel

Responsibilities include:

Survey and report building damage to the Incident Commander or Operations Section Chief

Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines

Provide damage control as needed

Assist in the conservation, use, and disbursement of supplies and equipment

Keep Incident Commander or designee informed of the condition of the site

Office Staff

Responsibilities include:

Answer phones and assist in receiving and providing consistent information to callers

Provide for the safety of essential school records and documents

Execute assignments as directed by the Incident Commander or ICS Supervisor

Aid the Incident Commander

Monitor radio emergency broadcasts

Assist with health incidents as needed, acting as messengers, etc.

Direction, Control, and Coordination

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team Overview

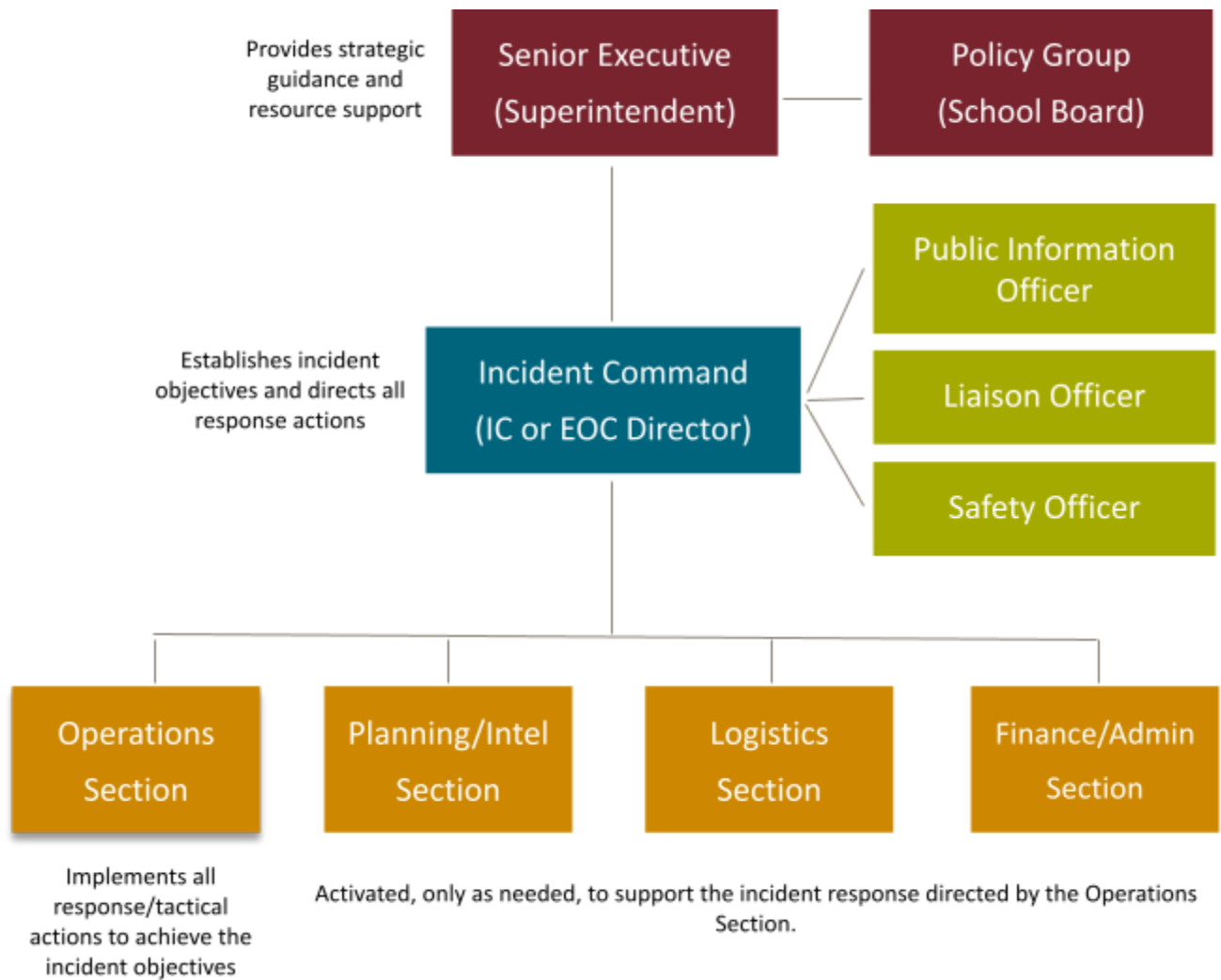
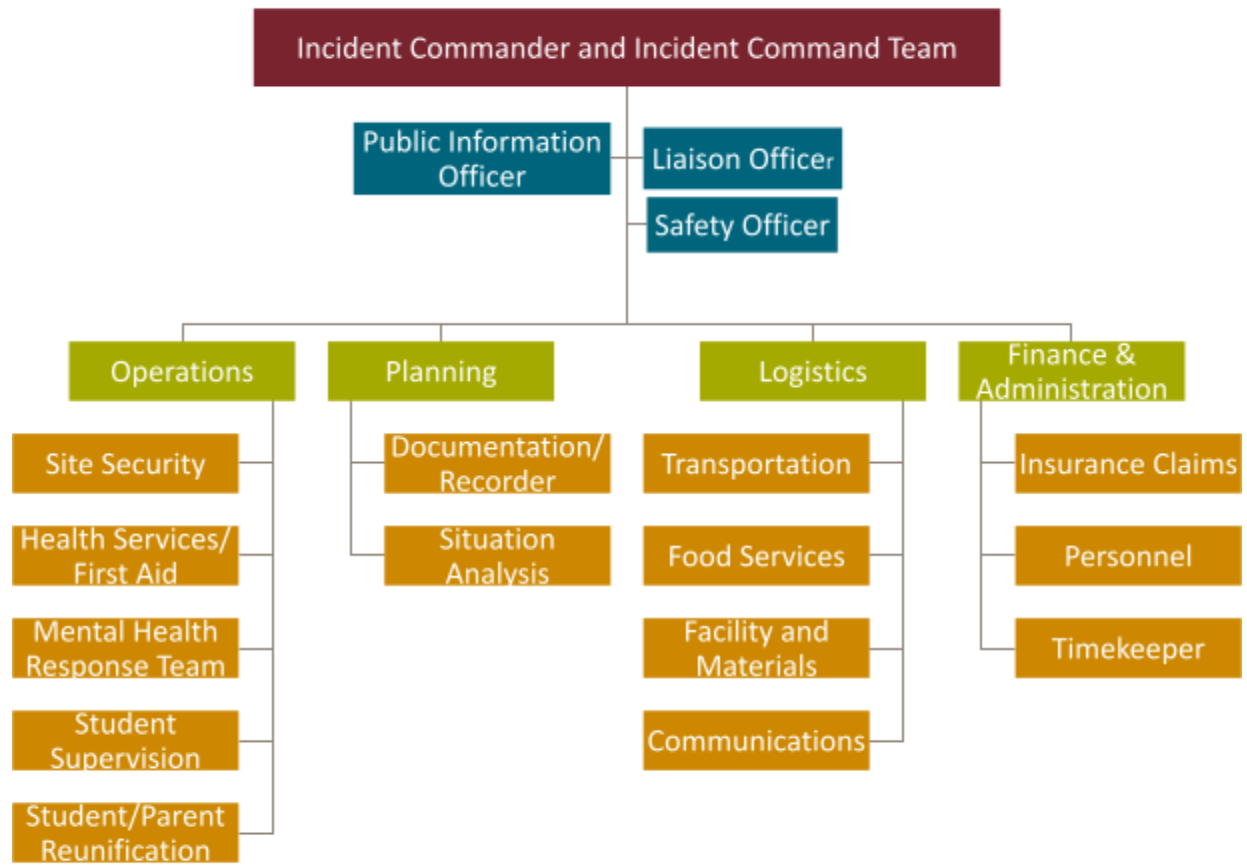


Figure 2. Incident Management Team Detail



ICS Functional Areas

The ICS is organized into the following functional areas:

Command Staff:

Directs the incident management activities using strategic guidance provided by the Policy Group.

School-related responsibilities and duties include:

Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed

Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders)

Coordinate media relations and information dissemination with the principal

Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises

Document all activities

Operations Section:

Directs all tactical operations of an incident, including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan

Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility

Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section

Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents

Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section

Document all activities

Planning Section:

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log

Document all activities

Logistics Section:

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication

Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment

Document all activities

Finance/Administration Section:

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property

Develop a system to monitor and track expenses and financial losses, and secure all records

This section may not be established onsite at the incident. Rather, the school and school District management offices may assume responsibility for these functions.

Working with Policy Group

In complex incidents, a Policy Group will be convened at the District emergency operations center.

The role of the Policy Group is to:

Support the Superintendent or designee in policy level decision making

Provide policy and strategic guidance

Help ensure that adequate resources are available

Identify and resolve issues common to all organizations

Keep elected officials and other executives informed of the situation and decisions

Provide information, both internally and externally through the Joint Information Center

The School Principal and Incident Commander will keep the Policy/Coordination Group informed.

Community Emergency Operations Plan (EOP)

The District maintains an Emergency Operations Plan (EOP) to address hazards and incidents. The School Site EOP has been developed to fit into the larger District EOP in the case of a large-scale incident. The District's EOP stands alone from other agency EOPs but follows the SEMS using the Incident Command System.

Coordination with First Responders

An important component of the School Site EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and the school.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authority of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

Information Collection, Analysis, and Dissemination

It is very important to have access to information before, during, and following a major emergency or incident. The following information resources have been identified by the District as relevant to the Emergency Operations Plan:

Fire Conditions

- California Department of Forestry and Fire Protection (Cal Fire-Humboldt County)
 - (707) 725-4413
 - <http://www.fire.ca.gov/>
- Humboldt County Fire Department
 - (707) 441-4000
- Arcata City Fire Department
 - (707) 825-2000

Road Conditions

- California Department of Transportation (Caltrans)
 - 916-654-2852
 - <https://www.dot.ca.gov/>

Seismic Conditions

- United States Geological Survey (USGS)
 - 888-275-8747
 - <https://earthquake.usgs.gov/>

Tsunami Conditions

- Del Norte Community Alert System - Register
 - <https://member.everbridge.net/index/892807736723128#/signup>
- Humboldt Alert – Register
 - <https://member.everbridge.net/index/453003085616405#/signup>
- NOAA / National Weather Service – U.S. Tsunami Warning System
 - <https://ntwc.ncep.noaa.gov/>

Weather Conditions

- National Weather Service (NWS)
 - Get the app for your smartphone, or
 - Visit our area NWS website [http://www.weather.gov/\(sto/\)](http://www.weather.gov/(sto/)) , or
 - Radio

This information may be obtained by a central source and distributed via intranet or other methods, such as phone or email. Should there be a loss of electrical power to the District the back-up method will be the use of portable, self-generating or solar powered devices to obtain the necessary information.

Training and Exercises

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

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

Student Safety – Training, Drills, and Exercises

Active Assailant Drill (Run, Hide, Fight)	Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.
Earthquake Drill	Elementary Schools – one time per quarter Secondary Schools – one time per semester Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
Evacuation Drill	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
Fire Drill(s)	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13

	<p>§ 3.13. Fire Drills.</p> <p>(a) Group E Occupancies.</p> <p>(1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.</p>
Lock Down Drill (2)	<p>This drill should be done one time per semester and can combined with the Evacuation Drill</p>

Administration, Finance, And Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the District will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents. All pre-negotiated agreements and contracts are included in the District Business Office.

A listing of those contracts is provided, below. Please coordinate any emergency purchases with Maintenance and Operations Manager. In his/her absence please contact the Education Coordinator:

Pierson's Building Center – General hardware vendor

Mendes Cleaning Supply Sanitation and Cleaning vendor

Recordkeeping

Administrative Controls

The District is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local and state fiscal policies and standard cost accounting procedures.

Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

Activation or deactivation of incident facilities

Significant changes in the incident situation

Major commitments of resources or requests for additional resources from external sources

Issuance of protective action recommendations to the staff and students

Evacuations

Casualties

Containment or termination of the incident

Incident Costs

Annual Incident Management Costs of the District Emergency Operations Plan

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

Personnel costs, especially overtime costs

Equipment operations costs

Costs for leased or rented equipment

Costs for contract services to support incident management operations

Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files, as well as property and tax records. The principle causes of damage to records are fire and water; therefore, essential records should be protected accordingly.

Plan Development and Maintenance

Before a crisis occurs, proactive planning is essential. The Emergency Operations Plan is a living document that guides our planning. Therefore, please note the following suggestions:

Maintain a current copy of the school map with an evacuation plan, and identify the location of fire extinguishers, utility shut offs, first aid supplies, and fire alarm switches.

Review all emergency procedures with school site employees.

After-action debriefs should be conducted:

- During training and exercise of the plan
- When incidents occur

This debrief should include what worked and what needs to be improved in the plan. We will utilize this information to update the EOP as needed.

Authorities and References

Authorities

Federal

Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988, Public Law 93-288, as amended

Homeland Security Presidential Policy Directive #5, February 28, 2003

Homeland Security Presidential Policy Directive #8, March 30, 2011

State

California Government Code, 8550 - 8668, California Emergency Services Act,

California Government Code, 3100 – Disaster Service Workers

California Code of Regulations, Title 19– Standardized Emergency Management System Regulations

Education Code 39140-39159, The California Field Act of 1933

Education Code 32280-32289, Emergency Operations Plans

Education Code 35295 – 35297, The Katz Bill

Executive Order S-2-05, National Incident Management System Integration into the State of California

References

Federal

FEMA, “CPG 101: Developing and Maintaining Emergency Operations Plans”, November 2010

U.S. Department of Education, “Guide for Developing High-Quality School Emergency Operations Plans”, 2013.

U.S. Department of Homeland Security, “National Response Framework”, 2008

State

OES: “SEMS Guidelines”, 2009

OES, “California Implementation Guidelines for the National Incident Management System”, April 2006

Emergency management officials and emergency responders engaging with schools are familiar with this terminology. These mission areas generally align with the three timeframes associated with an incident: before, during, and after.

Functional Annex

Accounting for all Persons

Attendance Records

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

Crisis or Incident Accounting

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

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

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

Assembly Areas

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

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

Student Daily Attendance

Site Employee Log

Visitor Log

Itinerant Employee Log

Student Release

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

Communications

Purpose

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

Scope

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

Activation

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

- Channel designations

- Contingency communications procedures

- Training in back-up communications equipment

Key Tasks/Responsibilities

- Develop a local communications plan

- Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations

- Support communications equipment (radio, computer, fax, etc.) as needed

- Provide communications capability

- Radios

- Maintain equipment inventory

- Designate a centrally located area (usually main office) easily identified by staff, media, and the public

- Predetermine an alternate location in case the primary location is inaccessible

- Establish communication with staff

- Maintain telephone and radio communication with emergency services

Post rumor control and information on the internet and in an area accessible to our students and the community

Record emergency related incidents

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

Internal Communications

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

Alert Notifications (SMS Texting)

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

Telephone Tree

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

Staff Meetings

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

Communication with the District Administrative Office

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

Activation

Concept of Operations

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

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

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

Continuity of Operations (COOP)

General

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

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

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

Emergency delegation of authority and an orderly line of succession, as necessary.

Safekeeping of essential personnel, resources, facilities, and vital records.

Emergency acquisition of resources necessary for business resumption.

The capability to perform critical functions remotely until resumption of normal operations.

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

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

Scope

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

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

Responsibilities

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

Senior Executive/Site Administrator

Determine when to close District, and/or send students/staff to alternate locations

Disseminate information internally to students and staff

Communicate with family, media, and the larger community

Identify a line of succession, including who is responsible for restoring which business functions for the District

Ensure systems are in place for rapid contract execution after an incident

Identify relocation areas for site and administrative operations

Create a system for registering students (off site or into alternative locations)

Brief and train staff regarding their additional responsibilities

Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations

Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)

Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds

Manage the restoration of the District's buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping)

Collaborate with private and public-sector service providers and contractors

Administrative Services, District Staff

Maintain inventory

Maintain essential records (and copies of records) including the District's insurance policy

Ensure redundancy of records is kept at a different physical location.

Secure District's equipment and materials in advance.

Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.

Retrieve, collect, and maintain personnel data

Provide accounts payable and cash management services

Administrative Support Staff

Establish necessary support services for students and staff

Implement additional response and recovery activities according to established protocols

Collaborate with public and private providers

Food Services Worker

Determine how food services will resume

Support staff and volunteers as much as possible

Transportation

Provide emergency transportation services as needed

Assess and implement alternative transportation services that may be necessitated

Evacuation

General

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

Concept of Operations

Evacuation orders are generally given by the following:

Local Police

Environmental Health & Safety

Facilities Services

Administrator, director, or building supervisor

Fire Department with jurisdiction

Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.

Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)

Close all doors and windows. (DO NOT LOCK DOORS)

Follow the safest evacuation route to the assembly or safe dispersal area.

Teachers are to take roll and make certain no one reenters the building for any reason.

If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.

Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.

Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.

If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.

Students should remain 30 – 50 feet away from any building.

Students are to remain in groups, until the all clear signal is given.

On-Site Evacuation

The Incident Commander or designee activates fire alarm.

All staff follow the Evacuation Procedures identified above.

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

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

Off-Site Evacuation

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

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

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

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

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

Evacuating Students with Disabilities

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

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

Review all paths of travel and potential obstacles

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

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

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

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

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

Install appropriate signage and visual alarms

Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT"

Place emergency notification devices appropriate for each student

Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American's with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

Approximately 60 inches above the floor

In a location that is not obscured in normal operation such as a swinging door

In all primary function areas

Preparation and Planning

Identify the students and staff with special needs and the type of assistance they will require in an emergency

Allow visitors to self-identify on a sign-in log if they have special evacuation needs

Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e. a student with a broken leg)

Train staff in general evacuation procedures

Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment

Provide in-depth training to those designated to evacuate students with special needs

Train the staff for proper lifting techniques when lifting a person for evacuation

Anyone can assist a student with a visual impairment

Check on each special needs student to assure he/she is accounted for during an evacuation

Review the plan with emergency response personnel, including local police, fire and emergency medical technicians

Identify "areas of rescue" in our site for students to wait for evacuation assistance from emergency personnel

Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation

Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency

Complete all contracts and Statements of Understanding with key emergency support providers

Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency

Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment

Specify who will do what to address these transportation needs

Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency

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

Practice implementation of special duck and cover actions by students with able-bodied partners

Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)

Special pre-planned assistance must be provided and reviewed regularly

Lockdown (Deny Entry or Closing)

General

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

Instructions

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

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

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

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

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

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

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

Public, Medical, and Mental Health

General

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

Public Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.

Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.

Develop procedures for reporting information to local, State, and Federal Public Health agencies.

Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.

Send out any required notification to students/family, staff and public as required.

Establish a dedicated contact phone number for questions and concerns.

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

Medical Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses

Provide CPR/First Aid/AED to all staff designated to work in medical capacity

Establish a triage area for injured students and staff

Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)

Keep a record of students and staff that are transported off-site for treatment.

Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

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

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

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

Notify students, family, and staff of counseling services available

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

Public Safety and Security

Purpose

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

Scope

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

Key Tasks/Responsibilities

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

County Sheriff's Office

Police Department

Other Law Enforcement Agencies

Private Security Companies

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

County Sheriff's Office

Police Department

Dispatch

County Emergency Management

Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control

County Sheriff's Office

Police Department

Other Law Enforcement Agencies

Fire/EMS

Concept of Operations

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

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

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

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

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

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

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

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

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

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

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

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

Recovery

General

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

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

Before – Action Items

Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)

Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure

Train and practice the Start-up, Operation of, and the Closure of this ICS Section.

Modify and update our Emergency Operations Plan as necessary

During – Action Items

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

Incident name

Date

Worker's name

Log each major activity and track start and end times

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

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

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

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

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

Develop staffing pattern for the Recovery Unit.

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

Utility Providers

Social, medical and health services

Transportation routes and services

Debris issues

County Government Operations

Private sector retail and wholesale providers

Others

Develop initial short term and long-term recovery objectives.

Refer to hazard/threat-specific annexes for information.

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

Develop a plan to assign personnel to sustain the recovery effort

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

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

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

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

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

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

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

If our employees and volunteers remain under our direction and control, we are responsible for any costs associated with their activities. Should they perform work that they would not normally do, and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.

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

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

When in doubt, ask for help.

After – Action Items

Begin closing the Recovery Unit

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

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

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

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

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

Resources

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

[Cal OES Regional Operations](#)

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

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

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

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

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

Reunification

General

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

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

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

Reunification Procedures

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

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

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

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

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

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

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

Traffic Control

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

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

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

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

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

Maintaining the Procedures

Student rosters should be updated at least twice a year

If enrollment dictates this may be updated more frequently

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

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

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

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

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

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

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

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

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

Things to Remember

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

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

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

Family members may be emotional when arriving at the site

Have counselors available to deal with issues if needed

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

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

Shelter-in-Place

General

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

Description of Action

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

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

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

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

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

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

Anyone who is exhibiting symptoms must be treated

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

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

Turn off local fans in the area

Close and lock doors and windows

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

Situational Awareness

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

Overview

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

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

OODA Loop

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

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

Observe – Sensing yourself and the world around you

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

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

Act – Testing the decision chosen for implementation.

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

Prepare

The following list includes the minimum expectations for every employee:

Develop and maintain a personal family communication plan

Use the *Family Emergency Communication Plan – Wallet Sized* provided by our District

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

Share our plan with your family

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

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

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

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

Field Protocol

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

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

Assess the situation using the OODA loop and take appropriate action

Follow our District's Communication protocols as outlined in the EOP

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

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

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

Time, Date, and Location of Critical Incident

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

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

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

Disaster Service Worker

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

Special Needs Population

Planning Needs and Assumptions

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

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

Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws

Know the special needs demographics of the attending students on site

Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency

Consider emergency accommodations for those with temporary disabilities

Identify existing resources within the site and local community that meet the special needs of these students

Develop new community partners and resources, as needed

Inform family members about the efforts to keep students safe

Identify medical needs and make an appropriate plan

Determine transportation needs, special vans, and buses for students

Identify any necessary tools such as personal response plans, evacuation equipment or visual aids

Include local responders and establish a relationship with individual students with disabilities and staff

Hazard/Threat Annex

Hazard-Threat Assessment

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

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

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

- Active Assailant
- Earthquake
- Fire-Structural
- Fire-Forest, Wildfire, or Urban Interface
- Infectious Disease
- Landslides and Debris Flow
- Power-Utility Failure
- Severe Weather
- Tsunami

HTAS Report

Hazard	[SCORE]	Probability	[SCORE]	Magnitude	[SCORE]	Warning	[SCORE]	Duration	Risk Priority
Earthquake	3.5	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.9	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.9	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	1.7	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	10.7
Power-Utility Failure	3.3	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.3	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.2	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.5	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.7
Infectious Disease	3.0	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.8	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.7	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.5
Fire-Forest, Wildfire, or Urban Interface	2.1	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.8	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.2	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.3
Fire-Structural	2.4	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.9	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.9	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.3	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.0
Active Assailant	1.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.7	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.7	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	1.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.6
Extreme Heat and Unhealthy Air Quality	2.7	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.3	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.4	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.3
Bomb Threat or Explosion	1.5	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.7	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.6	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	1.8	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.3
Tsunamis/Tidal Wave	1.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.6	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.2	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.3
Severe Weather	2.6	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.2	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.4	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.3	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.0
Transportation Incident (Air, Sea, Land)	1.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.0	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.7	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.1	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.0
Civil Disobedience or Disturbance	2.2	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.0	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.4	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	1.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.0
Landslides and Debris Flow	1.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.1	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.4	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.0
Hazardous Materials Incident	1.6	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.0	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.7	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.1	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	7.8
Flood	1.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.3	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.6	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.1	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	7.5
Dam and Levee Failures	1.2	4. Highly likely 3. Likely 2. Possible 1. Unlikely	1.7	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.3	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	6.3
Volcanic Eruption	1.1	4. Highly likely 3. Likely 2. Possible 1. Unlikely	1.6	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.9	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.3	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	6.2
Top 3 Concerns		Earthquake		Active Assailant		Infectious Disease			

Active Assailant

General

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

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

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

Good Practice for Coping

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

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

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

If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access. For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

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

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

Responding to an Active Assailant/Physical Threat

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

Run (evacuate)

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

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active assailant may be
- Keep your hands visible, to prevent confusion to law enforcement
- Follow the instructions of law enforcement personnel
- Do not attempt to move wounded people
- Notify Police when you are safe

Hide (lockdown)

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

- Be out of the active assailant's view
- Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
- Not trap you or restrict your options for movement
- Remember Cover vs. Concealment
- Spread out to reduce target area

- To prevent an active assailant from entering your hiding place:
 - Lock the door, if possible
 - Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
 - Cover any windows or openings that have a direct line of sight into a hallway

If the active assailant is nearby:

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

Fight

If running and hiding are not possible:

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

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

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

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

- Officers usually arrive in teams of four

- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

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

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

How to react when law enforcement arrives:

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., cell phones, bags, jackets)
- Immediately raise hands and spread fingers
- Always keep hands visible
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

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

To best prepare for an active assailant/physical threat situation, local law enforcement can educate and train students on this plan. Training and exercises will prepare us to effectively respond and help minimize loss of life.

Components of Training Exercises

Preparedness

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

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

Prevention

- Foster a respectful school community
- Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)
- Recognizing indicators for potential violence by an individual:
 - Increased use of alcohol and/or illegal drugs
 - Unexplained increase in absenteeism; vague physical complaints
 - Noticeable decrease in attention to appearance and hygiene
 - Depression/withdrawal
 - Resistance and overreaction to changes in policy and procedures
 - Repeated violations of District policies
 - Increased severe mood swings
 - Noticeably unstable, emotional responses
 - Explosive outbursts of anger or rage without provocation
 - Suicidal; comments about “putting things in order”
 - Behavior, which is suspect of paranoia, (“everybody is against me”)
 - Increasingly talks of personal problems
 - Talk of severe financial problems
 - Talk of previous incidents of violence
 - Empathy with individuals committing violence
 - Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Earthquake

Duck, Cover, and Hold

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

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

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

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

Description of Action

If inside

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

If outside

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

Procedures

- Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
- When the shaking stops, the Incident Commander will issue the All Clear Response

- Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.
- The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
- Warn all personnel to avoid touching fallen electrical wires.
- First Aid Team will check for injuries and provide appropriate first aid.
- The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
- If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.
- The Incident Commander will contact the EOC to determine if additional actions are deemed necessary.

During Non-Operating Hours

- The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed.
- If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Fire - Structural

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

Procedure

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

- If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
 - The Incident Commander will call 911 and provide the location and nature of the incident
- The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
 - Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
- Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
 - Staff will notify the Incident Commander of any missing students
- If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
 - All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate “the fire is out”
- The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
- The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
- Outreach and Communication to disseminate information
 - In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
 - If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

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

Fire – Forest, Wildfire, or Urban Interface

General

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

Fire in Surrounding Area

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

Procedure

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

- If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
- The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
 - In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease

Purpose

The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. **This annex does not replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to Cal OSHA requirements.** Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:

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

Disease Sources

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

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

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

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

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

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

Rate of Spread

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

Case

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

Outbreak

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

Epidemic

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

Pandemic

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

Situation and Assumptions

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

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

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

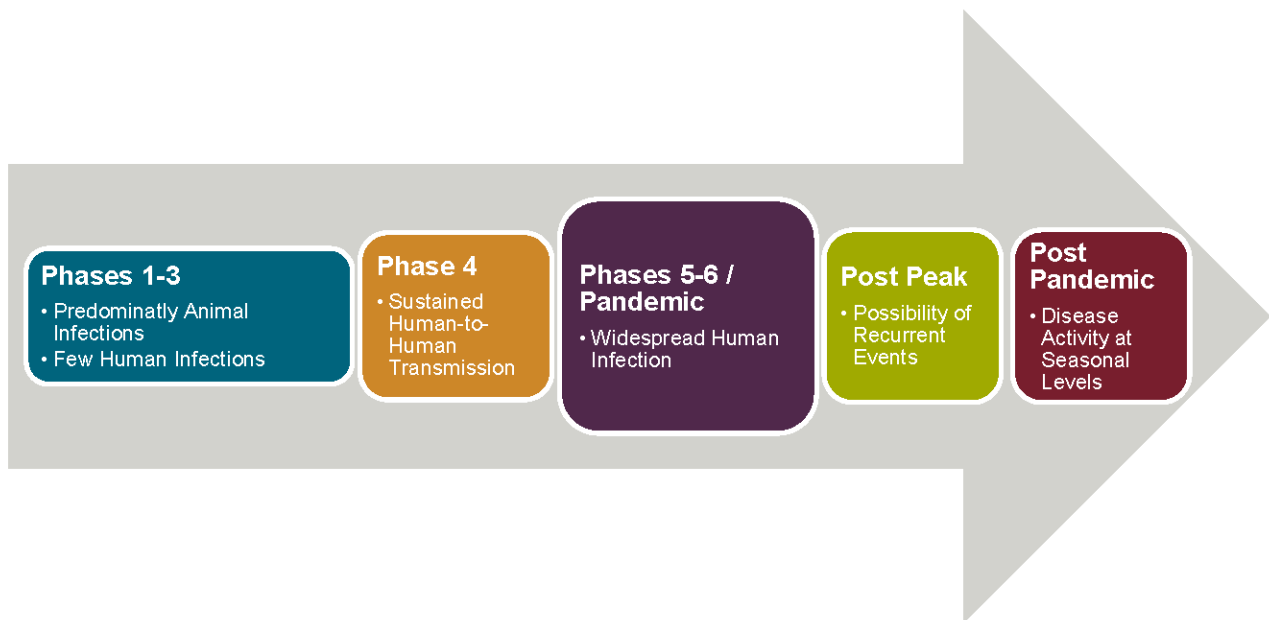
Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.

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

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

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

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

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

Level 3 (lowest level):

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

Level 2 (intermediate level):

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

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

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

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

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

- Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on handshaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
- Establishing flexible work hours or worksite, (e.g., telecommuting);

- Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
- Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

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

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

- Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
- Monitor and periodically test protection methods.
- Track and implement changes in approved or recommended protection measures.
- Pre-position material and equipment onsite.
- Ensure essential personnel are at the primary worksite.
- Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
- Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

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

Plan Development

- During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
- Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
- It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
- We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

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

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

Incident Command Actions

Before

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

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

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

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

During

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

- Communication annex
- Continuity of Operations Plan (COOP) annex

Additional actions include:

- Maintain contact with our local Health Department and coordinate our actions based upon their recommendations

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

After

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

COVID-19 Specific Guidance

Respiratory Virus Guidance Snapshot

Core prevention strategies

- Immunizations**: Illustration of a person receiving a vaccine.
- Hygiene**: Illustration of a person washing hands at a sink.
- Steps for Cleaner Air**: Illustration of a window with a fan and a HEPA filter.
- Treatment**: Illustration of a person on the phone with a pill bottle.
- Stay Home and Prevent Spread***: Illustration of a person in bed with a fever.

Additional prevention strategies

- Masks**: Illustration of a person wearing a face mask.
- Distancing**: Illustration of two people with a yellow arrow indicating distance.
- Tests**: Illustration of a person using a rapid test kit.

Layering prevention strategies can be especially helpful when:

- ✓ Respiratory viruses are causing a lot of illness in your community
- ✓ You or those around you have risk factors for severe illness
- ✓ You or those around you were recently exposed, are sick, or are recovering

***Stay home and away from others until, for 24 hours BOTH:**

- Your symptoms are getting better
- You are fever-free (without meds)

Then take added precaution for the next 5 days

Landslides & Debris Flow

Landslides occur in all U.S. states and territories and can be caused by many factors including earthquakes, storms, volcanic eruptions, fire and human modification of land. The deadliest landslides are the ones that occur quickly, like debris flows, often with little notice. Whether you are at work or at home, the best way to prepare is to stay informed, and understand when a dangerous landslide is likely to occur.

In a landslide, masses of rock, earth or debris move down a slope. Debris and mud flows are rivers of rock, earth, and other debris saturated with water. They develop during intense rainfall, runoff, or rapid snowmelt, changing the earth into a flowing river of mud or “slurry.” They can flow rapidly, striking with little or no warning at avalanche speeds (faster than a person can run). They also can travel many miles from their source, growing as they pick up trees, boulders, cars and other materials. Debris flows don’t always stay in stream channels and they can flow sideways as well as downhill.

When a wildfire burns a slope, it increases the chance of debris flows for several years. Although some landslides require lengthy rain and saturated slopes, a debris flow can start on a dry slope after only a few minutes of intense rain. “Intense” rain means a burst of rain at a fast rate, about half an inch in an hour. With debris flows, the rate matters more than total rainfall.

How to protect staff, students and property depends on the type of landslide. Land-use zoning, professional inspections, and proper design can reduce many landslide problems, but evacuation is often the only way to protect lives from a debris flow or other fast-moving landslide. Never ignore an evacuation order.

Before a Landslide

The following are things we can do to protect staff, students, visitors and property from the effects of a landslide or debris flow:

- To begin preparing, build an emergency kit and make sure our Communications Annex is up to date.
- Connect with our local emergency services, heed evacuation warnings.
- Leave if we have been told to evacuate or we feel it is unsafe to remain at our site. Text SHELTER + your ZIP code to 43362 (4FEMA) to find the nearest shelter in your area (example: **shelter 12345**).
- Prepare for landslides by following proper land-use procedures - avoid building near steep slopes, close to mountain edges, near drainage ways or along natural erosion valleys.
- Become familiar with the land around us. Learn whether landslides have occurred in our area by contacting local officials. However, don’t assume that what happened last time will happen next time. Debris flows can start in places they’ve never been and return to slopes where they’ve already been.
- Get an assessment of our District’s property by a qualified geotechnical professional.

- Consult a professional for advice on appropriate preventative measures for our District's sites.
- Protect District property based on the recommendations from the 'qualified geotechnical professional' and/or local city/county guidance on protection from debris flow and flooding. We can't stop or change the path of a debris flow. However, we may be able to protect District property from floodwaters or mud by use of sandbags, retaining walls or k-rails (Jersey barriers).
- In mud and debris flow areas, consider building channels or deflection walls to try to direct the flow around buildings. Be aware, however, that when a flow is big enough, it goes where it pleases. Also, if we divert the flow and it flows onto property owned by others, we may be liable for damages.

Recognize Warning Signs

Watch for debris flows and other fast-moving landslides that pose threats to life:

- If you are near a wildfire burn area, sign up for emergency alerts and pay attention to weather forecasts for the burn area. The weather in the burn area could be very different from where you are.
- Listen and watch for rushing water, mud, unusual sounds.
- Unusual sounds, such as trees cracking or boulders knocking together, might indicate moving debris.
- A faint rumbling sound that increases in volume is noticeable as the landslide nears.
- Fences, retaining walls, utility poles, k-rails, boulders, or trees move.
- Huge boulders in the landscape can be signs of past debris flows.

Watch for slow-moving landslides that pose threats to District property:

- Changes occur in landscape such as patterns of storm-water drainage on slopes (especially the places where runoff water converges) land movement, small slides, flows, or progressively leaning trees.
- Doors or windows stick or jam for the first time.
- New cracks appear in plaster, tile, brick, or foundations.
- Outside walls, walks, or stairs begin pulling away from the building.
- Slowly developing, widening cracks appear on the ground or on paved areas such as streets or parking lots.
- Underground utility lines break.
- Bulging ground appears at the base of a slope.
- Water breaks through the ground surface in new locations.
- Fences, retaining walls, utility poles, or trees tilt or move.

- The ground slopes downward in one direction and may begin shifting in that direction under your feet.

During a Landslide

- Activate our Emergency Operations Plan and follow the plan concerning all notifications and communications.
- Listen to local news stations on a battery-powered radio for warnings.
- Heed all warnings and evacuation notices.
- Be aware that by the time you are sure a debris flow is coming, that will be too late to get away safely. Never cross a road with water or mud flowing. Never cross a bridge if you see a flow approaching. It can grow faster and larger too quickly for you to escape.
- If you do get stuck in the path of a landslide move uphill as quickly as possible.
- Avoid river valleys and low-lying areas during times of danger.
- If you are near a stream or channel, be alert for any sudden increase or decrease in water flow or water that changes from clear to muddy. These can be signs that a landslide is coming.

After a Landslide

- Stay away from the slide area. There may be danger of additional slides.
- Listen to local radio or television stations for the latest emergency information.
- Watch for flooding. Floods sometimes follow landslides and debris flows because they may both be started by the same conditions.
- Check for injured and trapped persons near the slide, without entering the direct slide area. Direct rescuers to their locations.
- Report broken utility lines and damaged roadways and railways to appropriate authorities. Reporting potential hazards will get the utilities turned off as quickly as possible, preventing further hazard and injury.
- Allow trained professionals to check the building foundations, and surrounding land for damage.
- Replant damaged ground as soon as possible since erosion caused by loss of ground cover can lead to flash flooding and additional landslides in the near future.
- Seek advice from a geotechnical expert for evaluating landslide hazards or designing corrective techniques to reduce landslide risk. A professional will be able to advise you of the best ways to prevent or reduce landslide risk, without creating further hazard.

Power/Utility Failure

Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:

- Disrupt communications, water, and transportation
- Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
- Cause food spoilage and water contamination
- Prevent use of medical devices

Protect Students and Staff During A Power Outage

- Keep freezers and refrigerators closed
- Only use generators outdoors and away from windows or air intakes
- Do not use gas appliances for heating
- Disconnect appliances and electronics to avoid damage from electrical surges
- Have alternate plans for refrigerating medicines or using power-dependent medical devices
- If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site

- Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
- Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
- Include a photo of each panel and label the photos corresponding to the panel numbers
- If panels do not have a numeric identifier, consider adding that at all panel locations
- Label the site main and subpanel main shut-off for each panel so as to minimize confusion
- Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

- Identify all the items needed that rely on electricity

- Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
- Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life
- Plan for batteries and other alternatives to meet our needs when the power goes out
- Sign up for local alerts and warning systems. Monitor weather reports
- Ensure that any carbon monoxide detectors are in working order and that battery backups are available
- Determine whether the phone system will work in a power outage and how long battery backup will last
- Review the supplies that are available in case of a power outage
- Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
- Maintain an inventory of nonperishable food and water
- Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
- Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:

- Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
- Maintain food supplies that do not require refrigeration
- Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
- Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

- When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
- If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

General

The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather.

Hazard Analysis

Severe Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to \$1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Incident condition

When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously. When the impacts exceed the capabilities of local jurisdictions, the State must respond in a timely, organized, and efficient manner in order to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Planning Facts and Assumptions

- Severe weather-related hazards can occur at any time throughout the year
- Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being impacted
- Local jurisdictions adversely affected by severe weather may utilize mutual aid agreements as part of their response to the disaster
- Local jurisdictions affected by severe weather may request resources from the State as the situation evolves
- The Governor may declare a State of Emergency for severely affected areas to enable State resources to rapidly assist affected jurisdictions as needed

Tsunami

Purpose

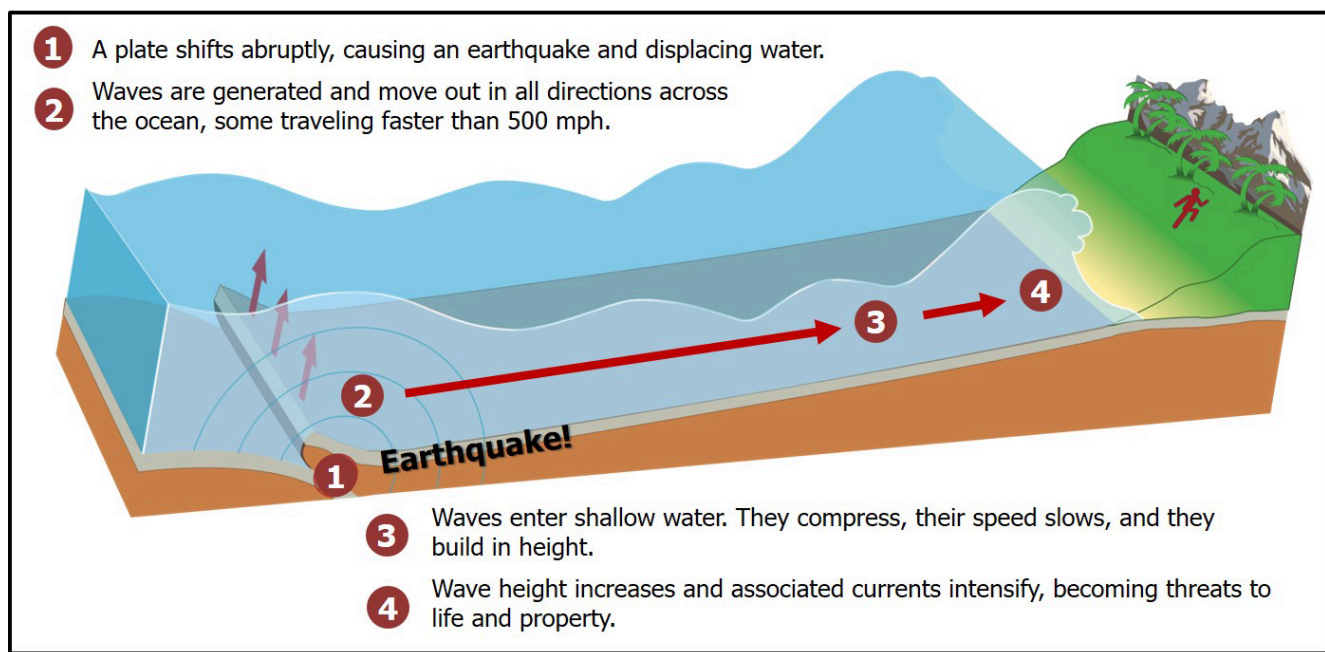
The purpose of this annex is two-fold. The first priority is to save lives through Tsunami awareness training and preparedness which equips us to know what to do, whether we have plenty of advance warning or little to no warning. The second priority is to equip us to provide shelter and support for those communities who may be directly affected by a Tsunami. This annex will provide an overview and will include resources you can use to be better prepared.

Situation and Assumptions

A tsunami is one of nature's most powerful and destructive forces. It's a series (more than one) of extremely long waves caused by a large and sudden displacement of the ocean (after an earthquake, for example). A tsunami radiates outward in all directions from its source and can move across entire oceans in less than a day.

The speed of a tsunami depends on the depth of the water it's traveling through. The deeper the water, the faster the tsunami. In the deep ocean, tsunamis are barely noticeable, but they can move as fast as a jet plane, over 500 mph. As they enter shallow water near land, they slow to approximately 20 or 30 mph, which is still faster than a person can run.

As they slow down, tsunamis grow in height. In extreme cases, they can exceed 100 feet when they strike near their source. Large tsunamis can flood low-lying coastal areas more than a mile inland.



Text and image credit: NHMP Tsunami Information Guide, 2019

Large image: Modified from The orphan tsunami of 1700—Japanese clues to a parent earthquake in North America, 1st edition, USGS Professional Paper 1707, by B. F. Atwater and others.

We provide appropriate training to our staff, students, and volunteers, as necessary, to keep them informed of actions and roles that may be needed in a Tsunami incident. Coastal inundation and evacuation maps are provided for our area, and may include adjacent areas and counties. They are sorted, alphabetically, first by County, then by area.

Continuity of Operations (Annex Specific)

Tsunami Categories

A tsunami can be categorized as local, regional, or Pacific-wide. Those terms describe the potential destruction relative to the tsunami source area.

Local (near-source) tsunamis occur soon after the generating event and allow little time for warning and evacuations. Their impact may be large, but in a limited area. For example, in 1958, waves from a local tsunami in Lituya, Alaska ran up 485 meters, but destruction was focused on a small area.

Regional (intermediate) tsunamis are by far the most common. Destruction may be limited because the energy released was not sufficient to generate a destructive Pacific-wide tsunami, or because the source area limited the destructive potential of the tsunami. These events can occur within 15 minutes to 2 hours after the generating event. Areas affected by the tsunamis may not have felt the generating event.

Pacific-wide (distant source) tsunamis are much less frequent, but have a far greater destructive potential. The waves are not only larger initially, but they subject distant coastal areas to their destructive impact as they cross the Pacific basin. For example, the Chilean tsunami of May 22, 1960, spread death and destruction across the Pacific from Chile to Hawaii, Japan, and the Philippines. These events may have long lead times (up to 6 hours), but the breadth of the destruction is wide.

Organization and Assignment of Responsibilities

We utilize the Incident Command System following SEMS/NIMS guidelines for all hazards and threats. For further detail refer to the “Purpose,” “Objectives,” and “Scope” of this EOP found in the Basic Plan section.

Plan Development

Each site lying within areas identified in the Inundation and Evacuation Maps section of this annex should pre-identify evacuation routes and locations to reassemble following a Tsunami event.

Authorities and References

IF YOU ARE UNDER A TSUNAMI WARNING:

- First, protect yourself from an Earthquake. Drop, Cover, then Hold On.
- Get to high ground as far inland as possible.

- Be alert to signs of a tsunami, such as a sudden rise or draining of ocean waters.
- Listen to emergency information and alerts.
- Evacuate: DO NOT wait! Leave as soon as you see any natural signs of a tsunami or receive an official tsunami warning.

Incident Command Actions

Before

- If your site is near a coastal area, learn about the risk of tsunami in the area
- Consult your County EOC to integrate your planning with theirs
- If you are new to the area, ask about community plans
- Learn the signs of a potential tsunami, such as an earthquake, a loud roar from the ocean, or unusual ocean behavior, such as a sudden rise or wall of water or sudden draining of water showing the ocean floor
- Know and practice our community evacuation plans and map out your routes from school, home, and play
- Pick shelters 100 feet or more above sea level, or at least one mile inland. Other schools and/or school districts may be willing to enter into a memorandum of understanding with your district
- Create a family emergency communication plan that has an out-of-state contact. Plan where to meet if you get separated
- Sign up for your community's warning system. The Emergency Alert System (EAS) and National Oceanic and Atmospheric Administration (NOAA) Weather Radio also provide emergency alerts

During

- If you are in a tsunami area and there is an earthquake, first protect yourself from the earthquake. Drop, Cover, and Hold On. Drop to your hands and knees. Cover your head and neck with your arms. Hold on to any sturdy furniture until the shaking stops
- When the shaking stops, if there are natural signs or official warnings of a tsunami, then move immediately to a safe place as high and as far inland as possible. Listen to the authorities, but do not wait for tsunami warnings and evacuation orders.
- If you are outside of the tsunami hazard zone and receive a warning, then stay where you are unless told otherwise by your organization management or other authorities.
- Leave immediately if you are told to do so. Evacuation routes are often marked by a wave with an arrow in the direction of higher ground.
- If you are in the water, then grab onto something that floats, such as a raft, tree trunk, or door.



- If you are in a boat, then face the direction of the waves and head out to sea. If you are in a harbor, then go inland.

After

- Listen to local alerts and authorities for information on areas to avoid and shelter locations.
- Avoid wading in floodwater, which can contain dangerous debris. Water may be deeper than it appears.
- Be aware of the risk of electrocution. Underground or downed power lines can electrically charge water. Do not touch electrical equipment if it is wet or if you are standing in water.
- Stay away from damaged buildings, roads, and bridges.
- Save phone calls for emergencies. Phone systems are often down or busy after a disaster. Use text messages or social media to communicate with family and friends.

Tsunami Warnings

Del Norte County Office of Emergency Services

Del Norte Community Alert System - Register

<https://member.everbridge.net/index/892807736723128#/signup>

Del Norte Community Alert System – Update Your Information

<https://member.everbridge.net/892807736723128/login>

Humboldt County Office of Emergency Services (OES)

Humboldt Alert – Register

<https://member.everbridge.net/index/453003085616405#/signup>

Humboldt Alert – Update Your Information

<https://member.everbridge.net/453003085616405/login>

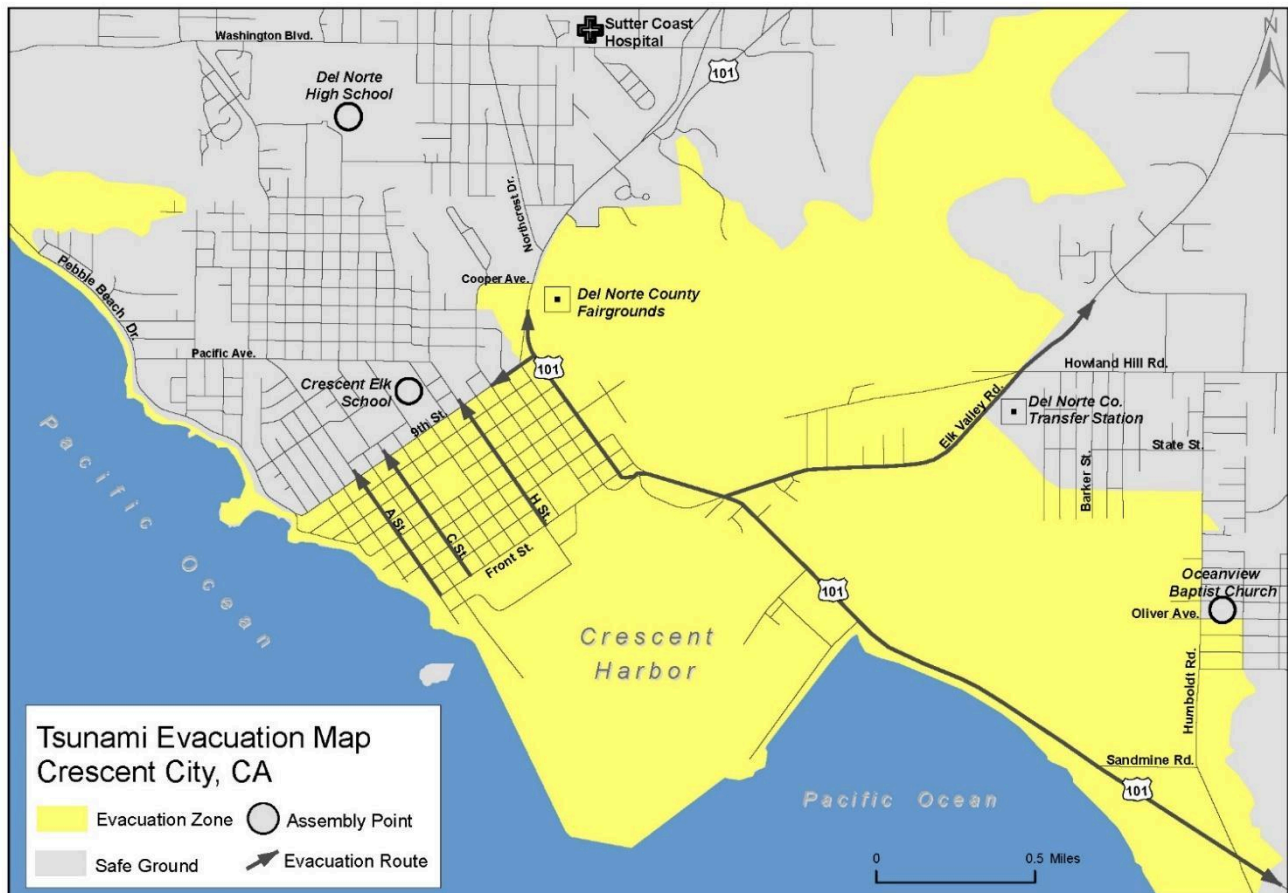
Federal and International Warning Systems

NOAA / National Weather Service – U.S. Tsunami Warning System

<https://ntwc.ncep.noaa.gov/>

Inundation and Evacuation Maps - Del Norte County

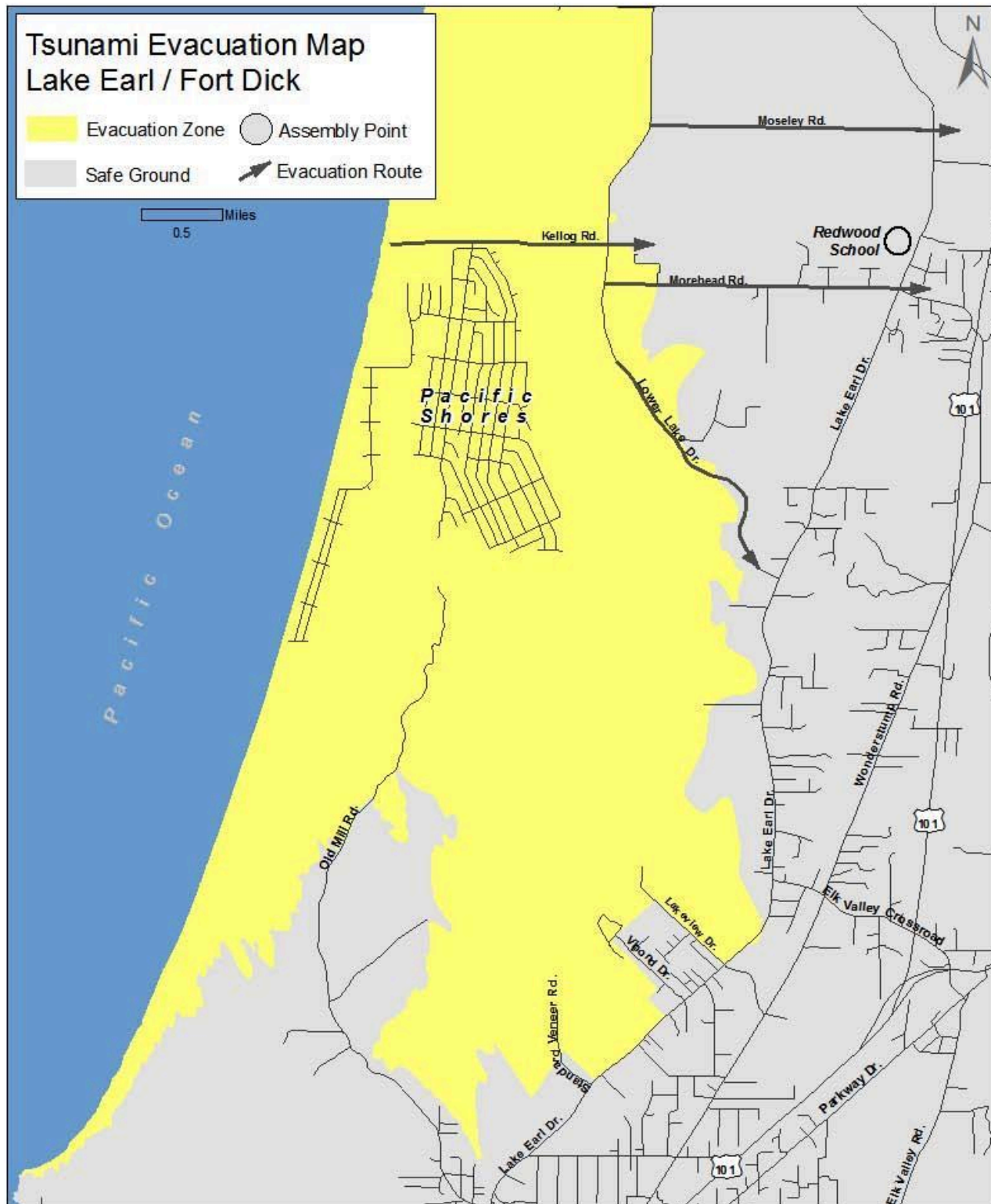
Crescent City



Note: This evacuation map is based on the State of California inundation projections and the best currently available scientific information. It is intended for emergency planning purposes only. This map may be revised as new information becomes available.



Klamath

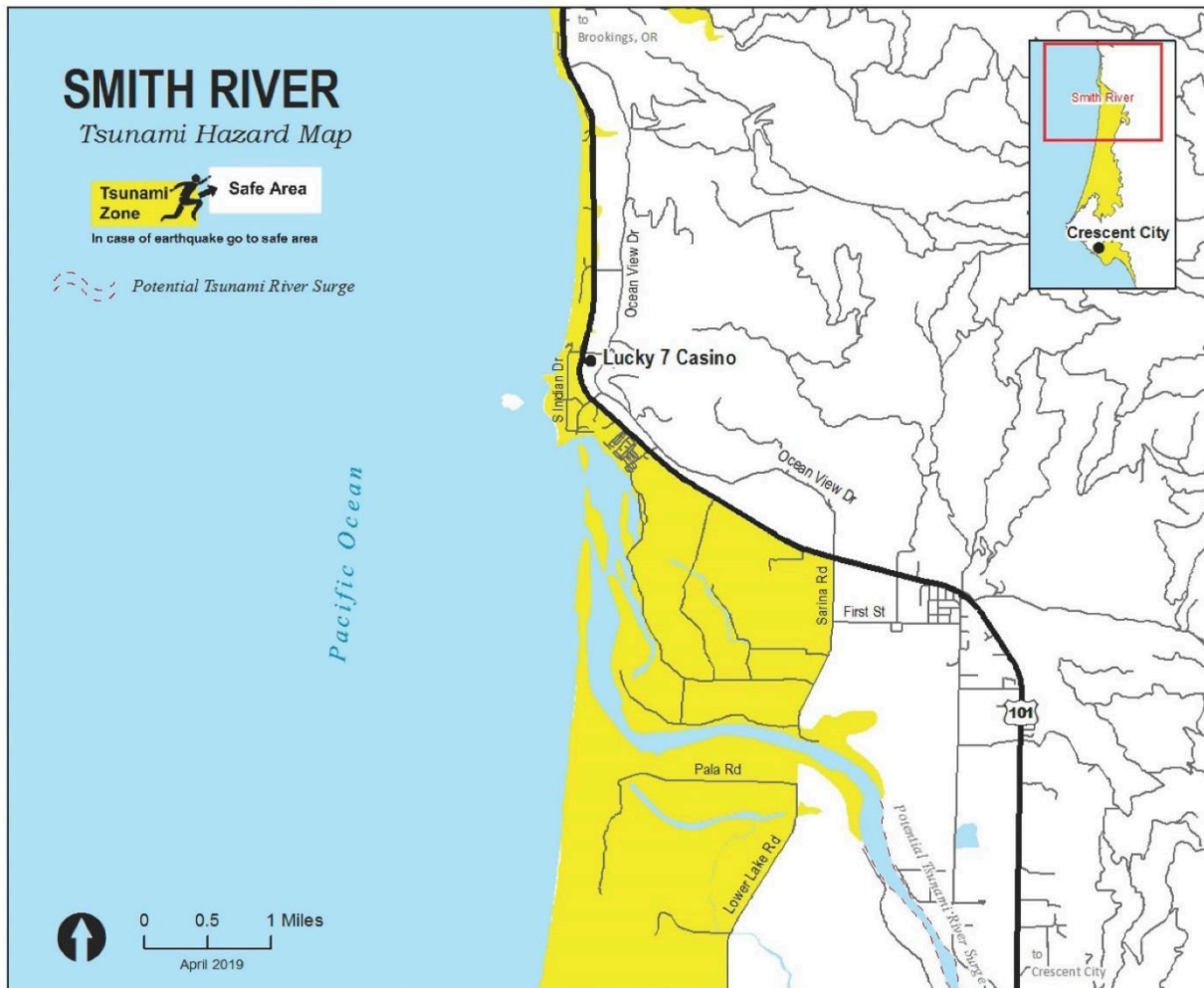


Note: This evacuation map is based on the State of California inundation projections and the best currently available scientific information. It is intended for emergency planning purposes only. This map may be revised as new information becomes available.



Lake Earl/Fort Dick

Smith River



This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be

changed or updated as additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. **It is intended to support tsunami evacuation planning and should not be used for any other purposes.**

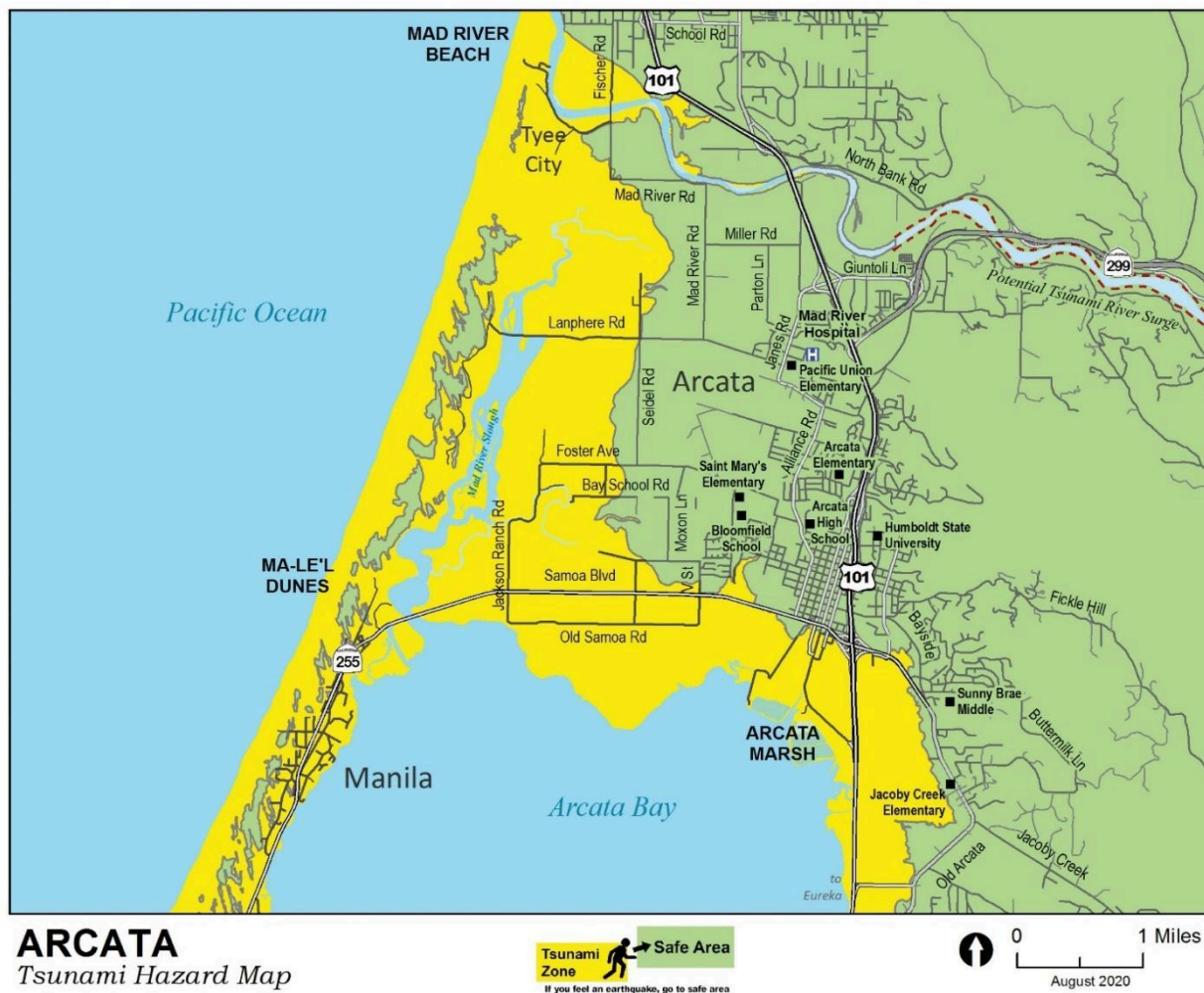
Humboldt County

Humboldt Regional



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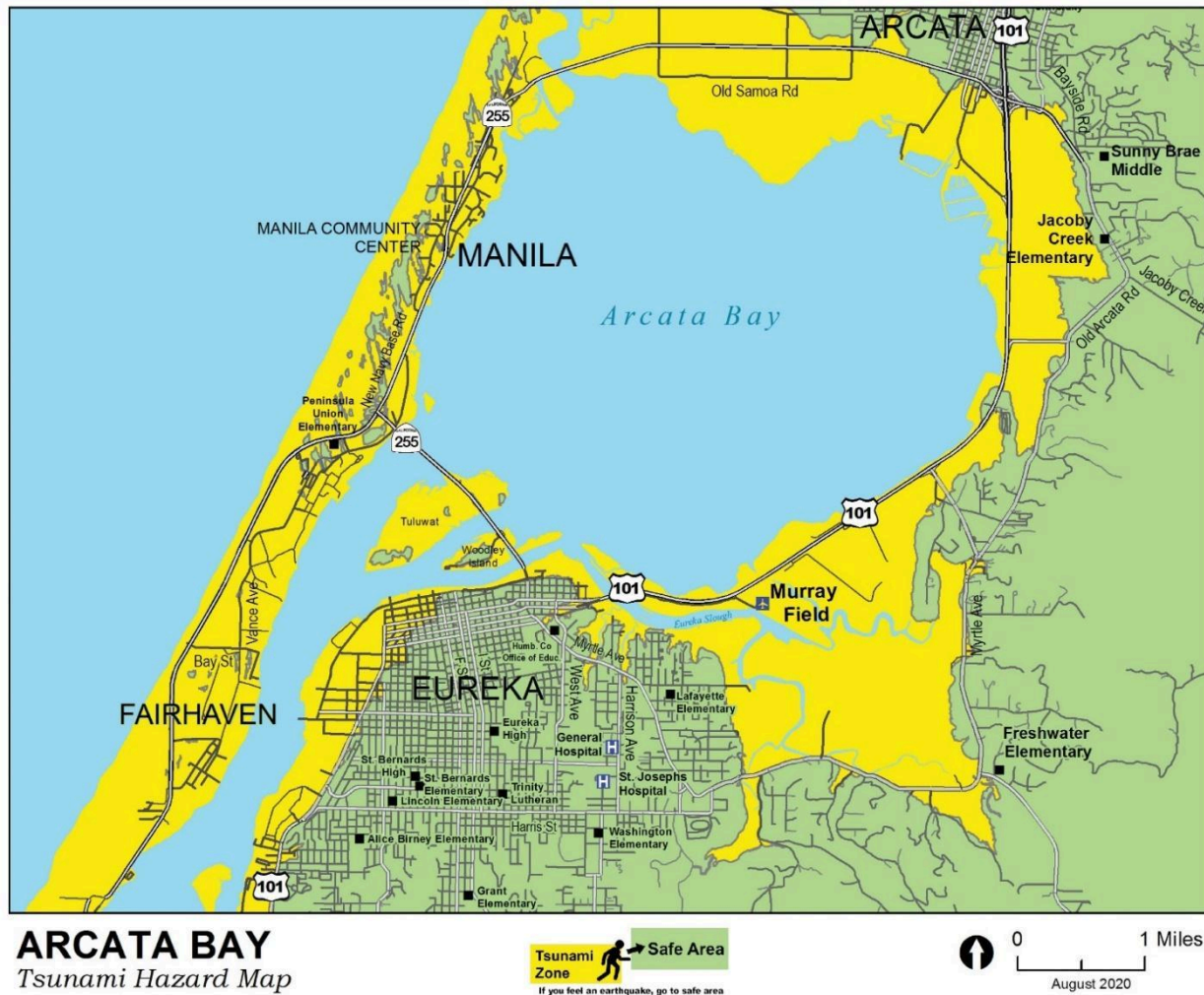
Arcata



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Arcata Bay



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Big Lagoon



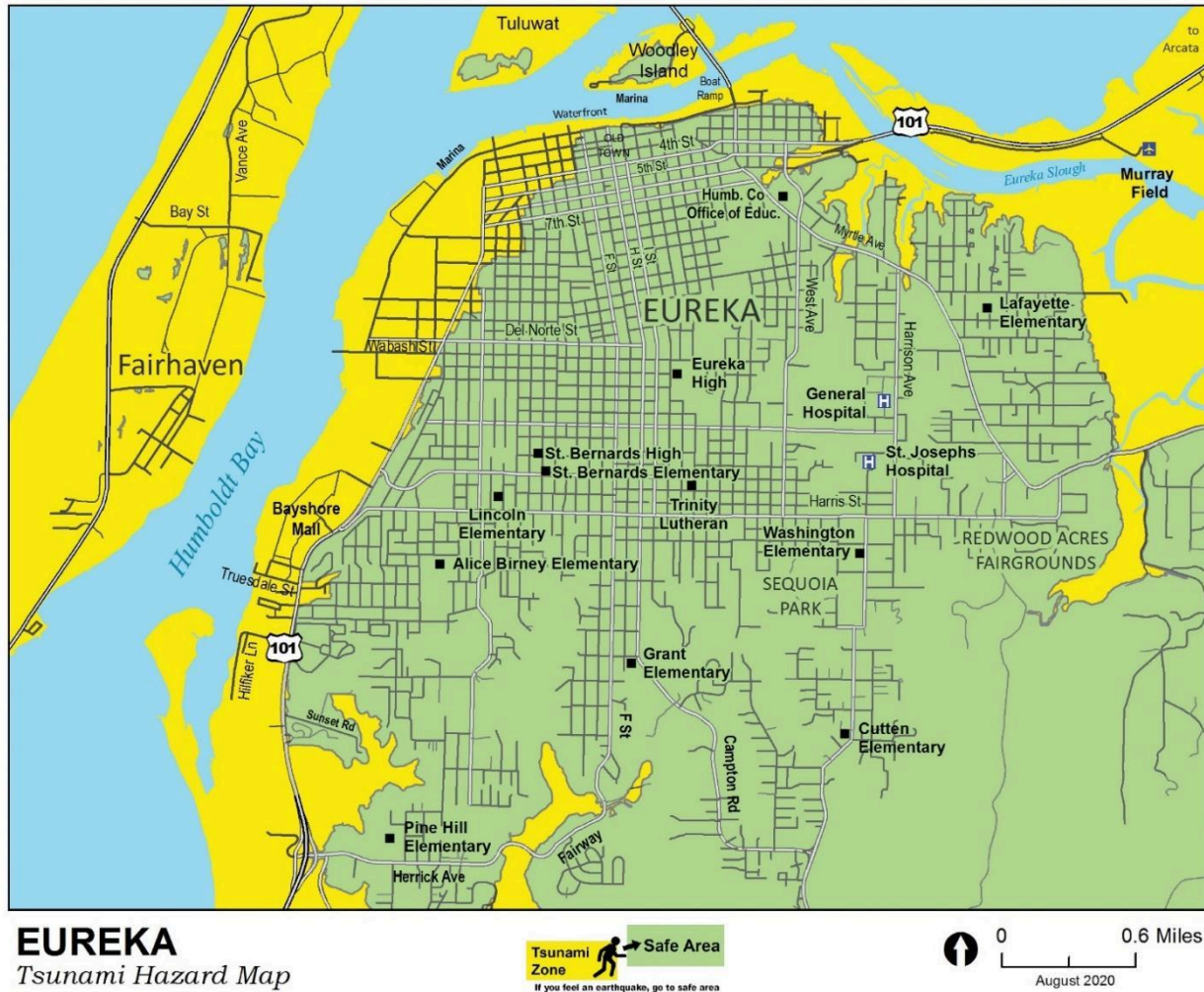
BIG LAGOON Tsunami Hazard Map



This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as

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Eureka



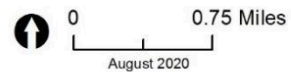
This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as

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Moonstone & Clam Beach



MOONSTONE & CLAM BEACH Tsunami Hazard Map



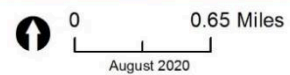
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Orick



ORICK Tsunami Hazard Map



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Tsunami Natural Warning Signs



WHAT TO DO?
SENSING A
TSUNAMI

Tsunamis can be detected using our human senses.
Recognize a tsunami's natural warning signs.

FEEL

- Big local earthquakes may cause tsunamis.
- **FEEL** the ground shaking severely, or for a long time?

SEE

- Tsunami may be preceded by rapid fall in sea level as the ocean recedes, exposing reefs, rocks, and fishes on the sea bottom.
- Tsunami often come ashore as a wall of water, and quickly flood inland.
- **SEE** an unusual disappearance of water, or oncoming wall of water?

HEAR

- Abnormal ocean activity, a wall of water, and approaching tsunami create a loud "roaring" sound similar to that of a train or jet aircraft.
- **HEAR** the roar?

RUN

- Don't wait for official evacuation orders.
- Immediately leave low-lying coastal areas.
- Move inland to higher ground.
- **RUN** if you see a tsunami coming!

How To Know If A Tsunami Is Coming


**OFFICIAL
Tsunami Warning Signs**

*Wireless Emergency
Alerts & Text Messages*



Radio


Outdoor Sirens


Online/TV

tsunami.gov

NATURAL Tsunami Warning Signs



**See a sudden rise
or fall of the ocean**

*Hear a loud roar
from the ocean*



Any one of these may indicate danger, do not wait for all three.

*Feel a strong or
long earthquake*



**Stay outside of
the hazard area until
officials allow you to return.**

For more tsunami information visit us online at: **tsunami.gov | tsunami.ca.gov | tsunamizone.org**

List of Historic Tsunamis in California

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/28/1964	Gulf of Alaska	Arena Cove	?	1.8	- / 9.2
3/28/1964	Gulf of Alaska	Avila Beach	5:10	1.6	- / 9.2
3/28/1964	Gulf of Alaska	Capitola	?	2.1	- / 9.2
3/28/1964	Gulf of Alaska	Martins Beach	?	3	- / 9.2
3/28/1964	Gulf of Alaska	Monterey	?	1.4	- / 9.2
3/28/1964	Gulf of Alaska	Moss Landing	?	1.4	- / 9.2
3/28/1964	Gulf of Alaska	Pacifica	?	1.4	- / 9.2
3/28/1964	Gulf of Alaska	San Francisco	5:06	1.1	- / 9.2
3/28/1964	Gulf of Alaska	San Rafael	?	1.5	- / 9.2
3/28/1964	Gulf of Alaska	Santa Cruz	?	1.5	- / 9.2
3/28/1964	Gulf of Alaska	Santa Monica	5:39	1	- / 9.2
3/28/1964	Gulf of Alaska	Sausalito	?	1.2	- / 9.2
3/28/1964	Gulf of Alaska	Sea View	?	3.8	- / 9.2
3/28/1964	Gulf of Alaska	Tomales Bay	?	1	- / 9.2
11/29/1975	?	Santa Catalina Island	?	1.4	7.2 / -
10/18/1989	Loma Prieta, California	Moss Landing	?	1	7.1 / -
11/4/2000	Pt. Arguello, California	Point Arguello	?	?	?

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
11/15/2006	So.Kuril Islands, Russia	Arena Cove	8:16	0.61	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Crescent City	8:31	0.88	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	La Jolla	9:41	0.1	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Los Angeles	?	0.11	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	North Spit Humboldt Bay	unknown	0.17	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Point Reyes	8:36	0.33	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Port San Luis	?	0.56	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Richmond	?	0.09	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	San Diego	?	0.09	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	San Francisco	9:06	0.16	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Santa Barbara	?	0.4	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Santa Monica	10:08	0.15	7.8 / 8.3
8/16/2007	Peru	Crescent City	12:11	0.16	7.9 / 8.0

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
9/30/2009	Samoa Islands	Arena Cove	10:27	0.44	8.1 / 8.0
9/30/2009	Samoa Islands	Crescent City	10:56	0.33	8.1 / 8.0
9/30/2009	Samoa Islands	Los Angeles	?	0.13	8.1 / 8.0
9/30/2009	Samoa Islands	Monterey	11:38	0.15	8.1 / 8.0
9/30/2009	Samoa Islands	Point Reyes	11:02	0.39	8.1 / 8.0
9/30/2009	Samoa Islands	Port San Luis	11:43	0.28	8.1 / 8.0
9/30/2009	Samoa Islands	San Francisco	11:00	0.1	8.1 / 8.0
9/30/2009	Samoa Islands	Santa Barbara	?	0.25	8.1 / 8.0
9/30/2009	Samoa Islands	Santa Cruz	?	0.7	8.1 / 8.0
9/30/2009	Samoa Islands	Santa Monica	10:51	0.15	8.1 / 8.0
2/27/2010	Central Chile	Arena Cove	14:14	0.36	8.5 / 8.8
2/27/2010	Central Chile	Crescent City	15:06	0.64	8.5 / 8.8
2/27/2010	Central Chile	Dana Point Harbor	?	0.7	8.5 / 8.8
2/27/2010	Central Chile	Half Moon Bay	?	0.6	8.5 / 8.8
2/27/2010	Central Chile	La Jolla	13:28	0.6	8.5 / 8.8
2/27/2010	Central Chile	Los Angeles	13:41	0.42	8.5 / 8.8
2/27/2010	Central Chile	Monterey	13:57	0.36	8.5 / 8.8
2/27/2010	Central Chile	Morro Bay Harbor	?	0.5	8.5 / 8.8
2/27/2010	Central Chile	Moss Landing	?	0.3	8.5 / 8.8
2/27/2010	Central Chile	Marina Del Rey	?	0.1	8.5 / 8.8

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
2/27/2010	Central Chile	Mission Bay San Diego	?	0.6	8.5 / 8.8
2/27/2010	Central Chile	North Spit Humboldt Bay	15:02	0.23	8.5 / 8.8
2/27/2010	Central Chile	Newport Beach	?	0.5	8.5 / 8.8
2/27/2010	Central Chile	Oxnard	?	1	8.5 / 8.8
2/27/2010	Central Chile	Oceanside Harbor	?	0.6	8.5 / 8.8
2/27/2010	Central Chile	Pismo Beach	?	1.2	8.5 / 8.8
2/27/2010	Central Chile	Point Reyes	14:25	0.46	8.5 / 8.8
2/27/2010	Central Chile	Port Hueneme	?	0.7	8.5 / 8.8
2/27/2010	Central Chile	Port San Luis	?	0.8	8.5 / 8.8
2/27/2010	Central Chile	San Diego	13:30	0.4	8.5 / 8.8
2/27/2010	Central Chile	San Francisco	14:46	0.32	8.5 / 8.8
2/27/2010	Central Chile	Santa Barbara	13:56	0.91	8.5 / 8.8
2/27/2010	Central Chile	Santa Cruz	?	0.9	8.5 / 8.8
2/27/2010	Central Chile	Santa Monica	13:51	0.64	8.5 / 8.8
2/27/2010	Central Chile	Sunset	?	0.5	8.5 / 8.8
2/27/2010	Central Chile	Ventura	?	0.9	8.5 / 8.8
3/11/2011	Honshu, Japan	Alameda	10:49	0.51	8.3 / 9.0
3/11/2011	Honshu, Japan	Arena Cove	9:44	1.74	8.3 / 9.0
3/11/2011	Honshu, Japan	Albion	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Ballona Creek	?	0.6	8.3 / 9.0

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/11/2011	Honshu, Japan	Berkeley Marina	?	0.51	8.3 / 9.0
3/11/2011	Honshu, Japan	Bodega Bay/Spud Point Marina	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Bolinas Stinson Beach	?	0.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Crescent City	9:47	2.47	8.3 / 9.0
3/11/2011	Honshu, Japan	Carlsbad	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Channel Islands Harbor	?	1.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Chula Vista Marina	?	0.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Clipper Yacht Harbor, Sausalito	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Coronado Island Lifeguard HQ	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Dana Point Harbor	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Del Mar	?	0.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Dolphin Isle Marina, Noyo River	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Emery Cove Yacht Harbor	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Encinitas Batiquitos, San Elijo	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Half Moon Bay	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Harbor Island West Marina	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Huntington Harbor	?	0.72	8.3 / 9.0

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/11/2011	Honshu, Japan	Imperial Beach	?	0.5	8.3 / 9.0
3/11/2011	Honshu, Japan	Jenner Russian River	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Klamath River	?	2.5	8.3 / 9.0
3/11/2011	Honshu, Japan	King Harbor, Redondo Beach	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	La Jolla	11:00	0.39	8.3 / 9.0
3/11/2011	Honshu, Japan	La Jolla	?	0.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Long Beach Marina	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Los Angeles	?	0.49	8.3 / 9.0
3/11/2011	Honshu, Japan	Mare Island	?	0.07	8.3 / 9.0
3/11/2011	Honshu, Japan	Martinez	?	0.06	8.3 / 9.0
3/11/2011	Honshu, Japan	Monterey	10:01	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Morro Bay Harbor	?	1.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Marina Del Rey	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Mission Bay	?	0.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Moss Landing	?	2	8.3 / 9.0
3/11/2011	Honshu, Japan	North Spit Humboldt Bay	?	0.97	8.3 / 9.0
3/11/2011	Honshu, Japan	Coronado Naval Air Base	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	New Port Beach Harbor	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Noyo River Harbor	?	1	8.3 / 9.0

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/11/2011	Honshu, Japan	Oxnard	?	1.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Ocean Beach	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Oceano Dunes SRA	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Oceanside Harbor	?	0.5	8.3 / 9.0
3/11/2011	Honshu, Japan	Pismo Beach	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Platform Harvest	?	0.15	8.3 / 9.0
3/11/2011	Honshu, Japan	Point Arena	?	1.74	8.3 / 9.0
3/11/2011	Honshu, Japan	Point Reyes	10:06	1.35	8.3 / 9.0
3/11/2011	Honshu, Japan	Port Chicago	?	0.04	8.3 / 9.0
3/11/2011	Honshu, Japan	Port Hueneme	?	1.4	8.3 / 9.0
3/11/2011	Honshu, Japan	Port San Luis	10:23	2.02	8.3 / 9.0
3/11/2011	Honshu, Japan	Pacifica	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Pier 39, San Francisco	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Pillar Point Harbor	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Pt Loma Sub Base/Ballast Pt	?	0.5	8.3 / 9.0
3/11/2011	Honshu, Japan	Redwood City	11:54	0.12	8.3 / 9.0
3/11/2011	Honshu, Japan	Richmond	?	0.35	8.3 / 9.0
3/11/2011	Honshu, Japan	San Diego	11:20	0.63	8.3 / 9.0
3/11/2011	Honshu, Japan	San Francisco	?	0.62	8.3 / 9.0

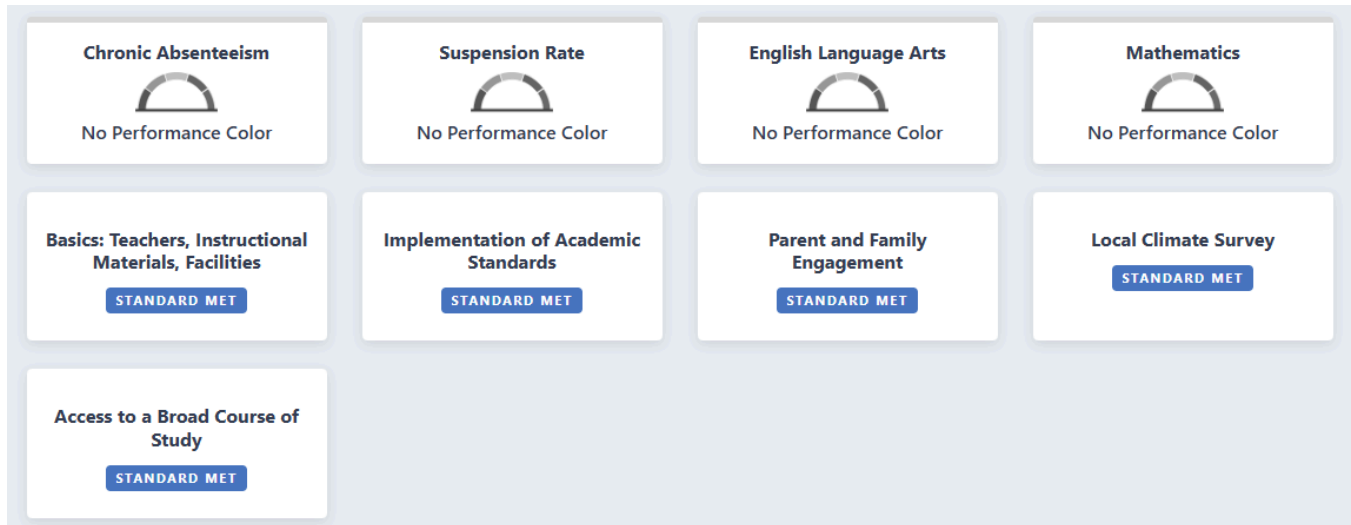
Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/11/2011	Honshu, Japan	Santa Barbara	10:40	1.02	8.3 / 9.0
3/11/2011	Honshu, Japan	Santa Monica	10:56	0.85	8.3 / 9.0
3/11/2011	Honshu, Japan	Shelter Cove Marina, San Diego	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Shelter Island Dock, San Diego	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Smith River	?	2	8.3 / 9.0
3/11/2011	Honshu, Japan	Santa Cruz Harbor	?	1.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Scripps	?	0.25	8.3 / 9.0
3/11/2011	Honshu, Japan	Silver Strand State Beach	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Tijuana River Wetlands	?	0.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Ventura Harbor	?	1.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Waldo Point Marina, Sausalito	?	1.5	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	Alameda	4:08	0.11	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Arena Cove	2:57	0.35	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Crescent City	2:40	0.44	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	La Jolla	4:37	0.05	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Los Angeles	4:24	0.08	7.5 / 7.7

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
10/28/2012	Queen Charlotte Islands, Canada	Monterey	3:30	0.14	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	North Spit, Humboldt Bay	2:42	0.12	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Point Reyes	3:15	0.24	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Port San Luis	3:54	0.27	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Richmond	4:04	0.09	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	San Diego	6:00	0.05	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	San Francisco	3:48	0.14	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Santa Monica	4:19	0.08	7.5 / 7.7

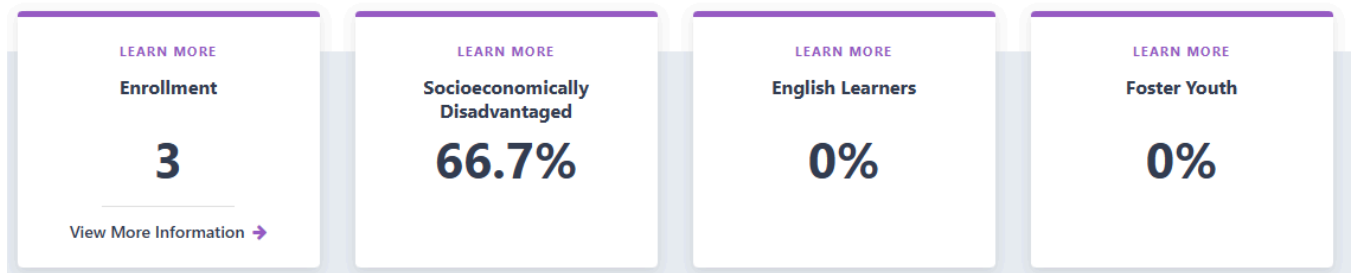
Section 3 – Data Analysis

School Performance Overview Dashboard

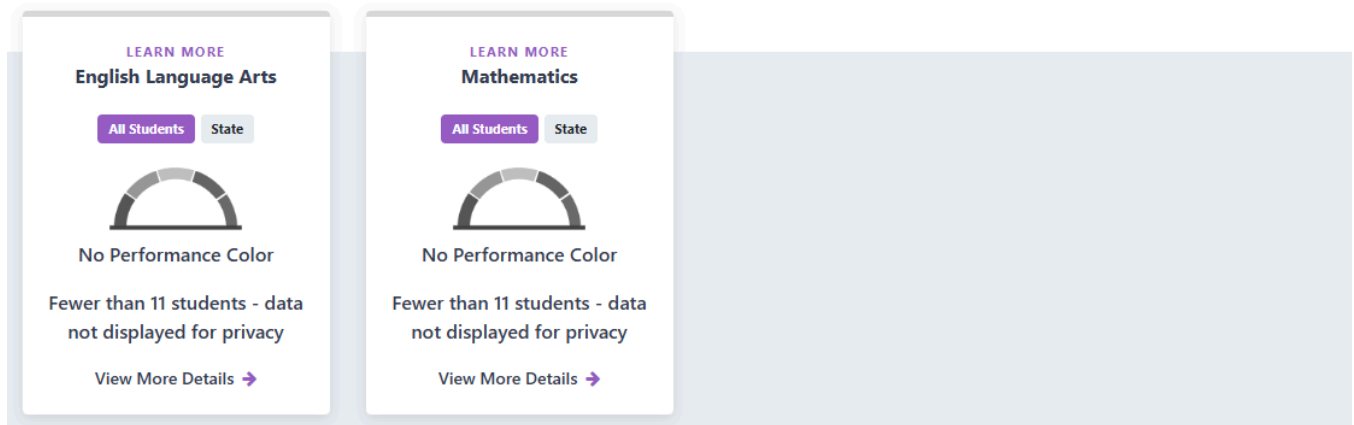
School Performance Overview – 2024



Student Population – 2024



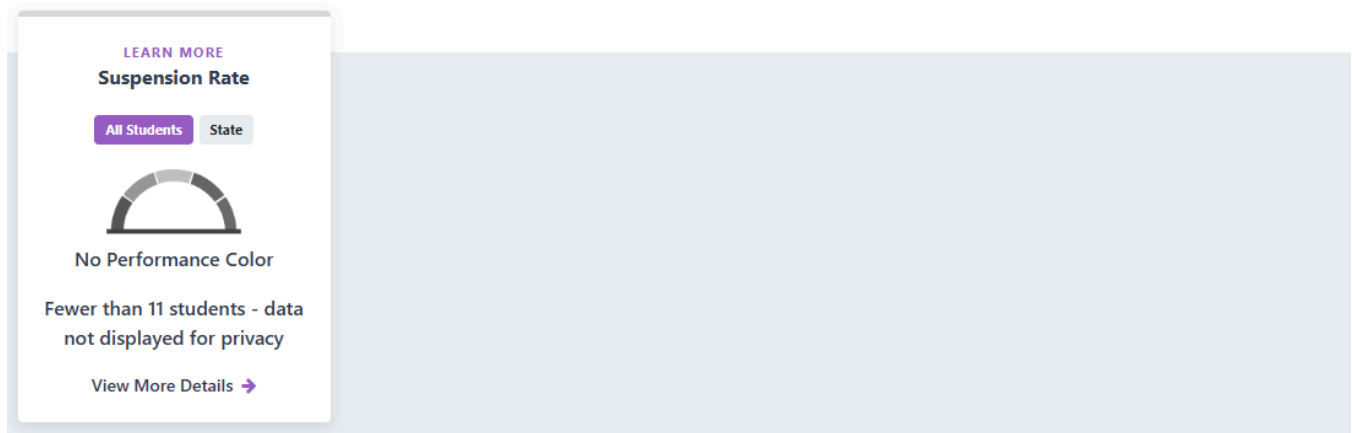
Academic Performance – 2024



Academic Engagement – 2024

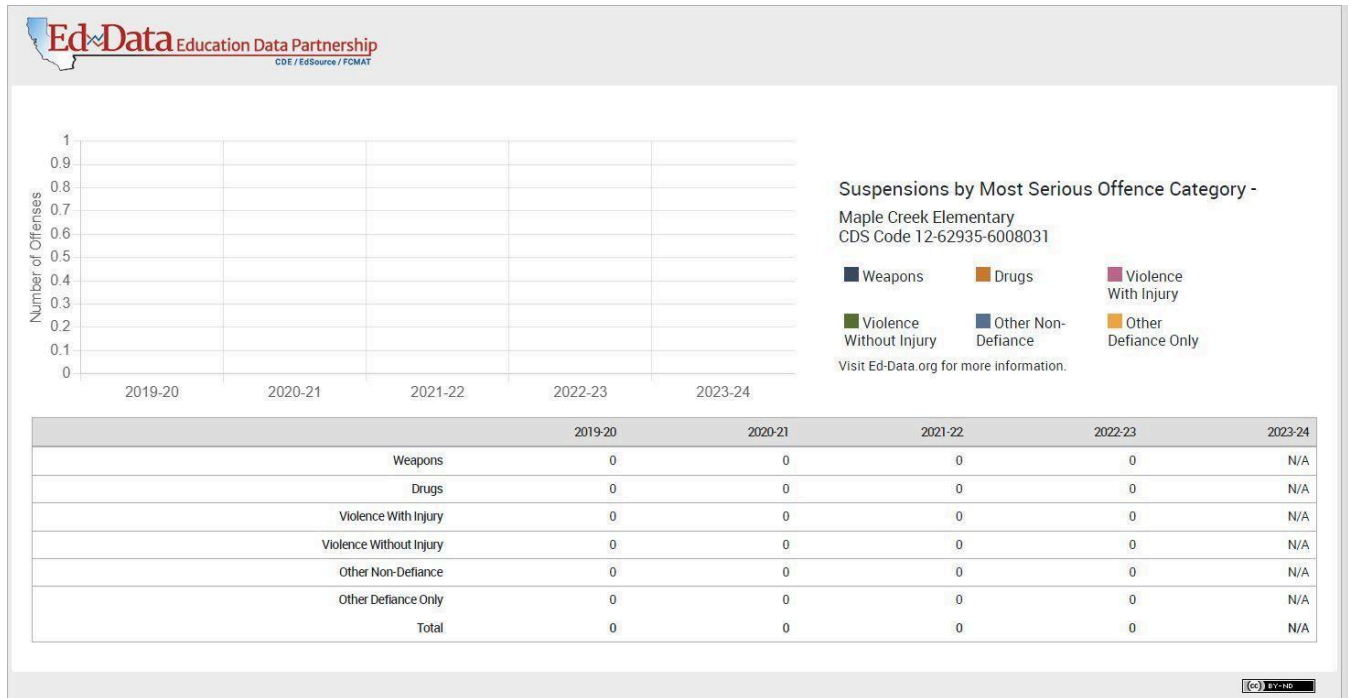


Conditons and Climate – 2024

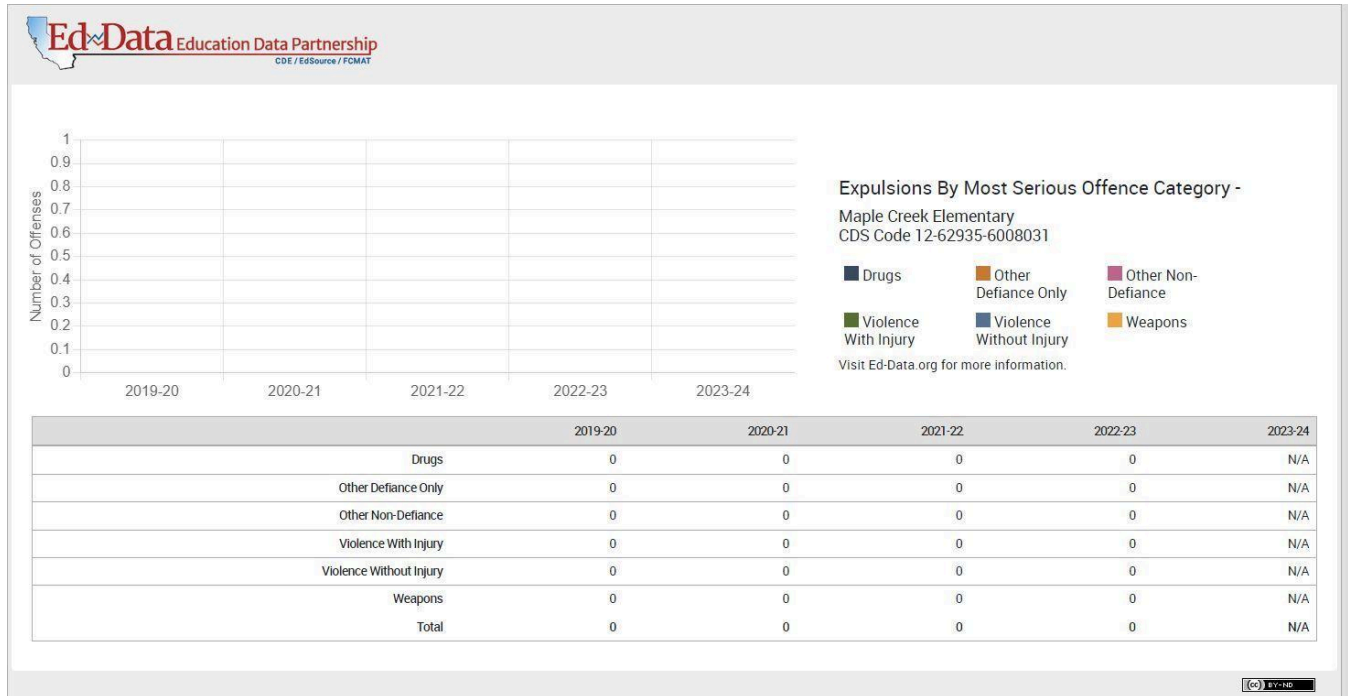


Suspension/Expulsion Data

Suspension Rate



Expulsion Rate



Section 4 – Action Plan

Drills, Training, and Exercises - Conducted

Fire Drills

9/6/2023
10/4/2023
11/2/2023
12/6/2023
1/10/2024
2/7/2024
2/24/2024
3/6/2024
4/3/2024
5/1/2024

Earthquake Drills (Duck, Cover, Hold)

10/19/2023
2/21/2024

Lockdown Drills

11/15/2024
3/10/2024

Shelter In Place Drills

11/15/2023
3/10/2024

Evacuation

9/6/2023
11/15/2023
3/10/2024

Action Plan

Areas of Pride/Accomplishments

- The campus is well maintained and being located in a rural area has little to no crime.

Findings & Desired Improvements

- We can improve our coordinations with emergency services.

Priorities/Goals

- To develop relationships with emergency services, specifically ambulance access to the school site

Overall Strategies for the 2024/2025 School Year

Component 1 People and Programs (School Climate)

- Implement the ArtSEL strategies and provide support and resources for students, staff, and families

Component 2 Places (Physical Environment)

- Maintain safety and cleanliness of the school grounds.