

COMPREHENSIVE SCHOOL SAFETY PLAN

Valencia High School William S. Hart Union School District

John Costanzo, Principal
27801 Dickason Drive, Valencia, CA 91355
(661)294-1188
www.hartdistrict.org/valencia

A meeting for public input was held on January 23, 2017 at Valencia High School.

Reviewed by Law Enforcement on February 24, 2017.

Plan approved by William S. Hart Governing Board on March 1, 2017.

Committee members

John Costanzo, Principal
Josh McDonald, Assistant Principal
Michael McKee, Teacher representative
John Minkus, Parent of attending student
Robert Collins, Classified employee
Pete Romo, SRO, Sheriff Deputy

This document is available for public inspection at Valencia High School and at <http://valenciavikings.com/SafeSchoolPlan.pdf>

Valencia High School Vision and Mission

We prepare students to meet the challenges of the future and to become responsible citizens through relevant learning opportunities, community involvement, innovative technology, and teamwork. Each student will develop the knowledge, skills, and character necessary to succeed.

Table of Contents

1.	Assessment of the Current Status of School Crime	page 3
2.	Appropriate Programs and Strategies that Provide School Safety	
a)	Child Abuse Reporting Procedures	page 4
b)	Disaster Response Procedures	page 8
c)	Suspension and Expulsion Policies	page 105
d)	Procedures for Notifying Teachers about Dangerous Pupils	page 112
e)	Sexual Harassment Policy	page 116
f)	School-wide Dress Code prohibiting gang-related apparel	page 123
g)	Procedures for Safe Ingress and Egress from school	page 127
h)	Procedures to Ensure a Safe and Orderly Environment	
	1) <i>The social climate</i> -people and programs (Component 1)	page 129
	2) <i>The physical environment</i> -place (Component 2)	page 132
i)	Rules and Procedures on School Discipline	page 135
j)	Student Parking Information	page 140
k)	Hate Crime Policies and Procedures	page 144
l)	Bullying Prevention Policies and Procedures	page 152
m)	2015 Crime Statistics for Valencia, CA	page 154

Assessment of the Current Status of School Crime

Discipline Incident Counts Most Severe Offenses

155	1995802	Valencia High		
156			103-Brandishing a Knife	1
157			201-Possession of Controlled Substance	3
158			202-Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	19
159			203-Offering, Arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants	4
160			403-Sexual Harassment	1
161			500-Caused Physical Injury	5
162			501-Caused Attempted or Threatened Physical Injury	11
163			504-Used Force or Violence	3
164			510-Obscene Acts, Profanity, and Vulgarity	10
165			511-Disruption, Defiance	62
166			512-Property Damage	3
167			513-Bullying	1
168			601-Property Theft	5
169			TOTAL	128

Disciplinary Actions Count

	# of students that committed an offense	# of offenses committed	# of out of school suspensions (100)	# of expulsions (200)	# of in school suspensions (110)	# of No suspensions or expulsions (300)	# of students who received instructional support
VHS	109	155	58	5	2	90	0

Disciplinary Actions Count Special Education Only

	# of Students That Committed an Offense (unduplicated)	# of Offenses Committed	# of Out-of-School Suspensions (100)	# of Expulsions (200)	# of In-School Suspensions (110)	# of No Suspensions or Expulsions (300)	# of Students who Received Instructional Support (Unduplicated)
VHS	64	105	15	0	1	89	0

Valencia High School has been working to lower the number of disciplinary actions through active supervision of the campus and continually evaluating appropriate safety measures on campus. Furthermore, the utilization of OMC has helped in decreasing the suspensions and expulsions.

Safety Goals:

1. For the 2017/2018 school year, Valencia staff will discuss safety issues via monthly staff meetings.
2. For the 2017/2018 school year, Valencia will hold a minimum of two lockdown drills, during the regular school day.

Child Abuse Reporting Procedures

The William S. Hart School district is compliant with EC 44691, for mandated reporter training-effective January-1-2015. For specific details, refer to Los Angeles County Office of Education Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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

Reportable Offenses

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

Responsibility for Reporting

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

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

Reporting Procedures

1. Initial Telephone Report

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

DCFS- LA County Department of Children and Family Services

28490 Avenue Stanford, Santa Clarita, Ca. 91355

(818) 717-4802

2. Written Report

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

Victim Interviews by Social Services/Law Enforcement

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

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

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

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

Release of Child to Peace Officer

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined 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), 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 instance 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 instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make 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, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

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 Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, 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 for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

For specific details, refer to William S. Hart Board Policy and Administrative Regulations 3516.

DISASTER PREPAREDNESS PLAN AND EMERGENCY PROCEDURES, INCLUDING EARTHQUAKE EMERGENCY PROCEDURES AND PROCEDURES TO ALLOW THE USE OF SCHOOL FACILITIES FOR MASS CARE AND WELFARE SHELTERS DURING DISASTERS OR OTHER EMERGENCIES and a program to ensure that pupils and both certificated and classified staff are aware of and are trained in the emergency procedure systems:

EMERGENCY PLAN

INCIDENT ACTION PLANS FOR RESPONDING TO:

Disaster
Sounding of Alarms
Gun/Shooting on Campus
Bomb Threats
Terrorist Threats
Chemical and Biological Threat
Nuclear and Radiological Threat
Thunderstorms
Lightening
Extreme Heat
HAZMAT Threat
Medical Emergency

EMERGENCY PLAN - TABLE OF CONTENTS

<u>SUBJECT</u>	<u>PAGE</u>
Crisis Team Members/Chain of Command	12
Crisis Management Plan	13
SEMS Flow Chart.....	17
SEMS Emergency Teams	18
Incident Command System.....	19
Command Center	22
Incident Commander.....	23
Safety Officer.....	25
School Information Officer/Liaison.....	26
Section Chiefs.....	28
Security Team.....	30
Search and Rescue/Fire Team.....	31
Safety/Damage Assessment Team.....	33
Medical/First Aid Team.....	34
Mental Health Team	36
Mortality Management Guidelines	37
Communications	38
Dispersing Food and Water	40
Staff Relief Team.....	41
Student Release Team.....	42
Campus Map Management	44
Recording/Incident Log	45
Message Center.....	47
Radio/Telephone Communication Team	49
Commercial Radio Stations	50
Runners	51
Student/Staff Status	52
Supply/Procurement/Equipment/Services	53
Convergent Volunteers	54
Support Team.....	55
Timekeeping/Purchasing/Procurement Recovery Records Management.....	56

Table of Contents cont.

Area Coordinators..... 58
Employee General Responsibilities 59

Possible Incidents

Alarms Sounding, No Alarms Sounding, Lockdown Protocol..... 60
Gun on Campus 61
Wildfire Smoke..... 62
Bomb Threat 69
Terrorist Threat..... 73
Chemical and Biological Weapon 76
Nuclear and Radiological Attack..... 79
Thunderstorm..... 83
Lightning..... 84
Extreme Heat (Heat Wave)..... 86
HAZMAT (Hazardous Material)..... 88
Bullying 88
Medical Emergency 89

Health Care Plans

Seizure Disorder 91
Hyperglycemia (High Blood Sugar) 93
Hypoglycemia (Low Blood Sugar)..... 94
Ventriculoperitoneal (VP) Shunt Malfunction 96
Severe Allergic (Anaphylactic) Reaction 97

Emergency Guidelines for Individuals with Disabilities 99

Addendums

Accountability Report Form 100
Actions/Reports Time Log..... 101
Record of Student Release 102
Site Status Report 103
Disaster Service Worker Registration Form (Convergent Volunteer Assignments) 104

Valencia High School

EMERGENCY INTERVENTION ACTION PLAN

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

PROCEDURES: *When an emergency incident occurs, take immediate action: report the incident and any action taken to the Emergency Crisis Team (ECT) Leader, who will assemble the ECT, make an assessment of the situation, take any further action deemed appropriate, and report the incident to the district office.*

CRISIS TEAM MEMBERS

		<u>Extension</u>
Team Leader	John Costanzo, Principal	401
Team Members	Elizabeth Wilson, Asst. Principal	403
	Sarah Delawder, Asst. Principal	404
	Martha Pellico, Asst. Principal	406
	Chad Powell, Asst. Principal	407
	Josh McDonald, Asst. Principal	429
	Jeannie White, Counselor	421
	Justin Thomas, Counselor	340
	Kathy Ferry, Counselor	424
	Theresa Long, Counselor	425
	Kathy Rosenast, Counselor	426
	Travis Wiese, Counselor	422
	Rhonda Carr, Counselor	440
	Richard Trivitt, School Psychologist	428
	Mary Schoenwandt, Assistant	412
	Pete Romo, Deputy	474
	Lloyd DeShong, Plant Manager	1900/1910
	Kim Wilczynski, Office Manager	402

DISASTER CHAIN OF COMMAND

- | | | | |
|---------------------|----------------------------|----------------------|---------------|
| 1. John Costanzo | Incident Commander | | |
| 2. Sarah Delawder | Intelligence Officer | 15. Lisa Duncan | Dpt. Chair |
| 3. Martha Pellico | Logistics Officer | 16. Cindy Pharis | Dpt. Chair |
| 4. Chad Powell | School Information Officer | 17. Kevin Kornegay | Dpt. Chair |
| 5. Elizabeth Wilson | Operations Officer | 18. Laura Macias | Dpt. Chair |
| 6. Josh McDonald | Co-Operations Off. | 19. Vic Limon | Dpt. Chair |
| 7. Justin Thomas | Head Counselor | 20. Charles Figueroa | Dpt. Chair |
| 8. Theresa Long | Counselor | 21. Kristi Johnson | Dpt. Chair |
| 9. Kathy Ferry | Counselor | 22. Mike Pontius | Dpt. Chair |
| 10. Kathy Rosenast | Counselor | 23. Cindy Pharis | Dpt. Chair |
| 11. Jeannie White | Counselor | 24. Rick Phillips | Dpt. Chair |
| 12. Travis Wiese | Counselor | 25. Gavin Klinger | Dpt. Chair |
| 13. Rhonda Carr | Counselor | 26. Lloyd DeShong | Plant Manager |

*AACR: Animal Assisted Crisis Response

CRISIS MANAGEMENT PLAN - CRISIS TEAM

Crisis Team Coordinator: John Costanzo
Assistant Crisis Team Coordinator: Josh McDonald
Psychologist: Richard Trivitt/ Thushita Shankar
Mary Schoenwandt, Assistant
Information Officer: Chad Powell
ELL Coordinator: Nancy Bono
VTV Liaison: Kimberly Forbes
Security Officers: Deputy Pete Romo/ Martha Pellico
Security Team Leads: Robert Collins, Scott Branch
Facilities Officer: Elizabeth Wilson
Secretary Liaison: Kim Wilczynski
Counselor Coordinator: Justin Thomas
Teacher Liaison: John Minkus
Student Liaison: Jeff Albert
Nurse/Health Aide: Roberta DeShong

GENERAL GOALS WHEN A CRISIS OCCURS

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

Role of the Crisis Team Coordinator

1. Obtain factual information of incident from source, and/or immediate verification of death or incident facts from Sheriff's Department.
2. Use the **landline telephone** to call **911** if needed
3. Notify district superintendent: situation, status, actions taken and recommended, e.g., evacuation of buildings, early release of students, assistance with media, etc.
4. Notify school's Crisis Team members.
5. Set and conduct staff meeting times. If crisis happens after hours, two mandatory staff meetings should be held prior to beginning of period 1 and period 2 of the new school day, and a third meeting for after 9:30 A.M., for later arriving staff. Notify staff via Crisis Telephone Tree. Information included in message: What happened? Who? When? Where? Current Status? Staff meeting times?
6. Meet with Crisis Team Members in Coordinator's Office.
7. Collaborate with Information Officer to put into action the planned news media control procedures.
8. If news is received during the school day of a death, arrange immediate escort home of deceased person's siblings and other family members if needed.
9. Designate individual(s) to contact or meet with families directly related to the crisis.
10. Conduct mandatory staff debriefing meeting at the conclusion of each workday.
11. Maintain school day as best as possible.

Role of Security Officer

1. Attend Crisis Team Meeting in Coordinator's Office.
2. If authorized by the Crisis Team Coordinator, give the appropriate building emergency response as per the Crisis Management Plan.
3. Assist the Crisis Team Coordinator as needed.
4. Assume the role of the Crisis Team Coordinator in his/her absence.

Role of Information Officer

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Immediately following the Crisis Team meeting, disseminate the current, **factual** information to all staff.
3. Activate Crisis Telephone Tree, if directed by the Team Coordinator.
4. Coordinate with Principal regarding communication to press.
5. Prepare script for answering inquiries and a written news release (provide Principal's Secretary with a copy of the script).
6. Keep receptionist informed of what information may be shared as calls come in about the incident.
7. Coordinate with ELL Coordinator the establishment of office phone extensions to be designated as phone lines for non-English speaking callers to have questions answered.
8. Control/limit access to all other written material.
9. Designate and communicate grounds access parameters for news media to minimize disruption to school activities.
10. Notify Security Officers as to what the parameters are for news media.

Role of Security Officer

5. Attend Crisis Team Meeting in Coordinator's Office.
6. Notify/coordinate security staff.
7. Be the liaison to Sheriff's Department, Fire Department, and EMT's.
8. Communicate press parameters to Campus Security.

Role of Facilities Officer

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Provide blueprints and maps of school campus to Emergency Personnel (i.e. police, fire department, SWAT, etc).
3. Provide access keys.
4. Coordinate with Security Officers and Custodial/Grounds Crews.

Role of the Secretary

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Information Disseminator: Secure all information and assist the Information Officer with the preparation of drafts for press release, principal's usage, and to parents.
3. Phone neighboring schools that may be affected by the crisis.
4. Supervise all outside phone calls inquiring about information on the crisis (use script prepared by Information Officer to address the inquiries).
5. Notify office staff of general information and updates; respond factually to staff inquiries.
6. Facilitate communication amongst office, classified personnel.

Role of the Psychologist

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Coordinate with Counselor Coordinator Mental Health stations for students and staff.
3. Debrief with the Crisis Team and general staff.
4. Debrief with Counselors and Administrators.

Role of Counselor Coordinator

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Coordinate with secretary in charge of substitutes and list absentee staff.
3. Direct Counselors to complete pre-assigned tasks as follows:

A Person: Pull schedules of students involved.

B Person: Placeholder for victim(s) (the Placeholder is the person who follows the victim's schedule to assist others in dealing with the loss).

C Person: Contact all outside agencies located on counseling contact sheet.

D Person: Coordinate with the psychologist the establishment of Mental Health stations on campus (i.e. conference rooms and library).

E Person: Available for individual contact with students and staff in need.

*Note: As individual jobs are completed, all counselors should be available to man the Mental Health stations.

Role of Teacher Liaisons

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Initially assist in preparation at the beginning of a crisis.
3. Assist in information management.
4. Coordinate informing students with Student Liaison.
5. Assist Secretary in disseminating information.
6. General assistance

Role of Student Liaisons

1. Attend Crisis Team Meeting in Coordinator's Office
2. Coordinate with Crisis Team Coordinator and Information Officer what information and how that information will be disseminated to students.
3. Assist in maintaining a calm atmosphere at school.
4. Maintain communications with the Crisis Team Coordinator to stay updated with any changes in the status of the situation and to keep the Coordinator informed of student activity.

Nurse/Health Aide

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Assess initial medical needs and supplies/activate First Aid Team as needed.
3. Communicate/contact support that may be needed from Administrative Center nursing staff.
4. Carry out regular duties as per Disaster Plan.

EVACUATION PROCEDURES

The school maps that should be displayed currently in every room describe: 1) egress routes to the designated Assembly Area (athletic fields), and 2) classroom locations within the Assembly Area. Teachers should escort their students to the designated Assembly Area assigned to their classroom whenever evacuation is necessary. It is important that teachers take their roll books and the Emergency Plan binder with them to the Assembly Area. Attendance is always taken immediately upon arriving at your location in the Assembly Area.

Teachers must be prepared to report missing students to the Accountability Team soon after they reach the assembly area. Only those students who were present prior to the evacuation and are no longer present should be reported.

Area Coordinators

Kevin Kornegay JV softball field
(alternate – Donna Lee)

Marzena Langdon soccer fields
(alternate – Victor Limon)

Phyllis Madden. . . . JV baseball field
(alternate – Joe Marcucilli)

Most practice evacuations will be signaled audibly by bells and visually by blinking strobe lights (in equipped areas).

Following a disaster, once the stadium has been declared safe and secure, all classes will be systematically directed into the bleachers. Signs are at the top of the bleachers designating the location of specific buildings in specific bleachers.

1. Repeating bells and strobe lights FIRE, EARTHQUAKE
(For an earthquake drill, “**This is an earthquake simulation exercise**,” will be announced over the public announcement system prior to and during the alarm sounding.)

2. Announced over the public announcement system with instructions to be followed explicitly
. . . . BOMB THREAT, HAZARDOUS MATERIALS, etc.
3. One long bell ALL CLEAR - return to classrooms

When an alarm goes off during a passing period or a break: faculty, must report to their Assembly Area locations and students are to report to their **period 3** teacher in the Assembly Area. Be sure to inform your period 3 class each semester of this and where you will be located in the Assembly Area.

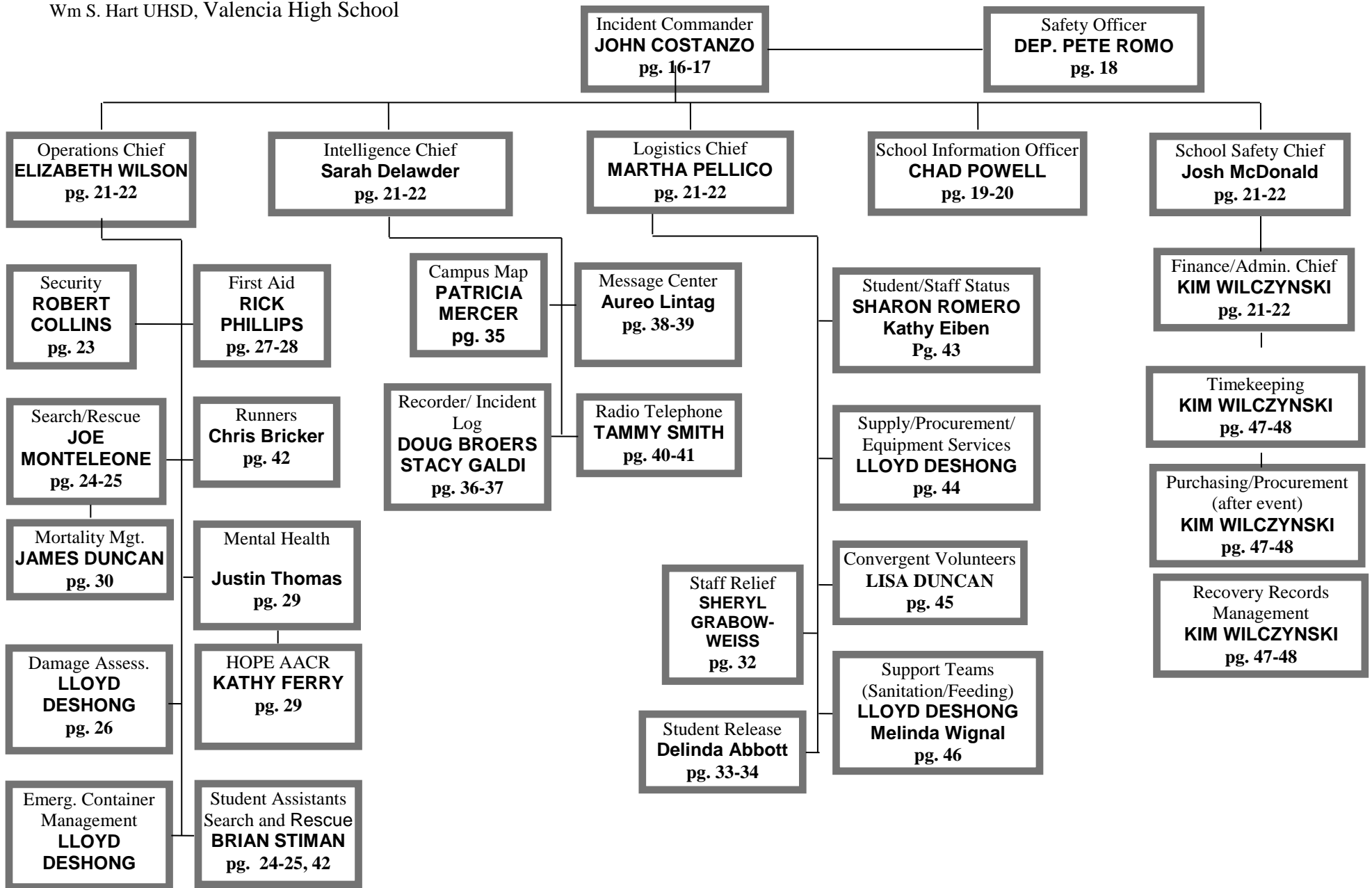
When an incident occurs during a student’s open period, s/he is to report immediately to the Command Center at the outdoor basketball courts behind the gymnasiums and report in to the accountability personnel. They will then be assigned to the Command Center resource pool.

In the event that power is lost to the school and bells are not available: teachers should exercise conservative judgment and evacuate if they believe an emergency condition exists in their classroom. Regarding earthquakes, the quakes and aftershocks can differ in their impact on classrooms and equipment within classrooms. **If you feel that students could be in danger, then please evacuate your classroom.**

SC5 Non-Ambulatory Students: the SC5 teachers must coordinate in advance with the neighboring regular education classes for assistance to escort the SC5 non-ambulatory students to their assembly area for all evacuations.

SEMS DISASTER FLOWCHART

Wm S. Hart UHSD, Valencia High School



SEMS EMERGENCY TEAMS

Our basic emergency plan has notification of the Emergency Crisis Team (ECT) as the first step in every emergency situation that is **not** considered a disaster. The attached telephone tree has been developed to speed that notification process in the event the crisis occurs during non-school hours. Whenever a disaster occurs, the ECT will meet at the earliest possible time to determine the appropriate course of action. The actions will vary with different types of disasters. Once the action to be taken has been determined, the appropriate team Leaders will begin to mobilize their groups into action. *If the designated Leader is not available, the Assistant Leader will assume those responsibilities.*

CRISIS ASSESSMENT TEAM

John Costanzo - Leader
Elizabeth Wilson - Asst. Leader
Martha Pellico
Josh McDonald
Chad Powell
Sarah Delawder
Rhonda Carr
Lloyd Deshong
Kathy Ferry
Theresa Long
Justin Thomas
Kim Wilczynski
Kathy Rosenast
Jeannie White
Travis Wiese

FIRST AID TEAM

Rick Phillips - Leader
Mike McKee - Liaison
Alison Henry - Triage
Ray Sanchez
Michelle Rivas

FOOD & WATER

Jenifer Mendez - Leader
Diane Mojica - Assistant
Norma Angeles
Janice Bishop
Jean Cheng
Frida Choueiry
Lucia Dickey
Julia Espinoza
Janette Gabelleri

SEARCH & RESCUE

STUDENT ASSISTANTS

Brian Stiman - Leader
Annie Kellogg - Assistant
ROTC Students are attached to the Search and Rescue Team. They will assist with the transportation of seriously injured victims to the triage center. Two students are to be assigned to each Search & Rescue Squad.

SECURITY TEAM

Robert Collins - Leader
Scott Branch - Assistant
Burt Dominguez
Mary Haugen
Michelle Tomlin
Tyrone Shefton
Larry Schiern
Larry Schiern
Carrie Morris
Susan Noles

STAFF RELIEF POOL

Sheryl Grabow-Weiss - Leader
Maria Palaikis - Assistant
Janet Feeder
Carol Jackson
Sandy Williams

SAFETY OFFICER

Dpty. Pete Romo

STUDENT/STAFF STATUS

Sharon Romero - Leader
Patricia Mercer - Assistant
Rebecca Vogel
Kathy Eiben

EMERGENCY

CONTAINER MGT.

Keith Gallion - Leader
Susie Johnson - Assistant

MORTALITY

MANAGEMENT TEAM

Jerry Ostrove - Leader

COMMAND CTR MGT

TEAM

John Costanzo - Incident Cmdr
Elizabeth Wilson - Ops. Chief
Sarah Delawder - Intel Chief
Chad Powell - Logistics Chief
Martha Pellico - PR Chief
Josh McDonald-
Kim Wilczynski - Finance Chf.

MENTAL HEALTH TEAM

Justin Thomas - Leader
Kathy Rosenast
Kathy Ferry
Theresa Long
Rhonda Carr
Travis Wiese
Jeannie White
Thushitha Shankar
Richard Trivitt
Karen Switaj
Mary Schoenwandt

COMMUNICATIONS

TEAM

Chad Powell (PIO) - Leader
Aureo Lintag - Tech Coord.
Chris Spann - HAMM Op.
Brandon King
Tammy Smith

SEARCH/RESCUE/FIRE

TEAM

Joe Monteleone - Leader
Kevin Berns - Assistant
Charles Figueroa
Don Madrid
Rob Waters
Jeff Albert
Brian Arnold
David Inemer
Stephen Whelan
Curt White
Greg Hayes
Brandon King
Sports Med Students

SAFETY/DAMAGE

ASSMNT TEAM

Lloyd Deshong - Leader
Steve Schnieder - Assistant
Tito Alarcon
Faustino Saavedra Jr.

STUDENT RUNNER TEAM

Chris Bricker - Leader
Billie Leiger - Leader
ROTC Students are attached to the Search and Rescue Team. They will be used as runners from the Command Post.

STUDENT RELEASE TEAM

Delinda Abbott - Leader
Amber Medina - Asst.
Kathy Alfaro - Interpreter
Michelle Brown
Jennifer Burrill
Kevin Goralsky
Mike Killinger
Joe Rosenast
Joanie Rardin
Joanne Lopez

SUPPORT TEAM

Lloyd Deshong - Leader
Melinda Wignal - Assistant
Jenifer Mendez
Kitchen Personnel
Custodial/Maintenance Personnel

RECORDING TEAM

Doug Broers - Leader
Stacy Galdi - Assistant
Patricia Mercer - Campus Map
Carolyn Hartman

INCIDENT COMMAND SYSTEM

SEMS RESPONSE TEAM ORGANIZATIONAL STRUCTURE

In compliance with California statute, the Wm. S. Hart Union High School District (Hart District) uses the Standardized Emergency Management System (SEMS) in its emergency plans and procedures. All Hart District disaster plans will be based on the Incident Command System-a nationwide standard and a component of SEMS.

The Incident Command System (ICS) is an expandable system that has proven to be workable for many disasters, from small emergencies to large disasters. Every complex job needs to be organized, and emergency management is no exception.

MAJOR CONCEPTS/COMPONENTS

Every emergency, no matter how large or small, requires that certain tasks be performed.

Every incident will need a person in charge, called the **Incident Commander--John Costanzo**.

Span of Control - no one person should be in charge of more than 7 people (the optimum number is 5).
[**Note:** this does not apply to Student Supervision.]

Common terminology

- All teachers and staff in the schools/district should use the same words to refer to the same situation.
- This terminology should be known before a disaster.
- This is one of the most important reasons to use ICS. If and when the fire department or other responding agencies come on campus, they'll interface better with the school district's command structure if similar jobs are described with similar wording.

HOW ICS FUNCTIONS IN THE HART DISTRICT

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

<u>Operations Officer</u>	<u>Intelligence Officer</u>	<u>Logistics Officer</u>	<u>Finance Officer</u>	<u>Information Officer</u>
Elizabeth Wilson	Sarah Delawder	Martha Pellico	Kim Wilczynski	Chad Powell

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

ICS POSITIONS

Incident Commander (IC) – MR. COSTANZO: an emergency requires constant management from the Command Center (CC). This means the IC doesn't leave the Command Center without delegating someone to take over. The IC will constantly:

- Assess the situation.
- Know what resources are available.
- Determine a strategy for implementing the plan to handle the incident.
- Monitor how well (or poorly) the plan is working.
- Adjust the plan to meet the realities of the situation.
- Make sure that the response is being fully documented-for legal and financial reasons.
- If appropriate to the situation-no other qualified person is available-act as Safety Officer to make sure that the safety of students and staff and others on the site is the highest priority.

The Incident Commander (IC) is to coordinate all response activities through the Section Chiefs. The IC is to "stand back and keep hands off." His/her role is "managing" from the Command Center.

School Information Officer & Liaison – CHAD POWELL: this position is located directly under the Incident Commander. According to the Hart District disaster plan, only the District PIO is authorized to speak for the District. Schools and other district sites should refer media inquiries to the District PIO. If there is a situation when an immediate response from the school is required and the District PIO/Liaison is not accessible, the site administrator should prepare a statement to be given by the site Information/Liaison person. In either case, no one other than the designated District PIO/Liaison or School Information/Liaison should talk to the media.

As appropriate to the scope of the disaster, this person serves as Liaison Officer the point of contact for assisting and cooperating agency representatives (fire, law enforcement, Red Cross, etc.)

Operations Section – coordinates the tactical response of all field operations in accordance with the IAP—these are the "*DOERS*"—included in this section are the following teams:

- Security
- Search & Rescue
- Safety/Damage Assessment
- Medical/First Aid
- Student Supervision

ICS Positions, cont.

Planning/Intelligence Section – manages the collection, evaluation, documentation and use of information related to the incident, and manages the large site map at the Command Center—these are the "*THINKERS*"—this section manages the following:

- Campus Map (plotting map)
- Completion of Command Center Forms
- Recorder/Incident Log
- Message Center
- Radio/Telephone Communication Team
- Runners

Logistics Section – provides facilities, services, personnel, equipment and materials in support of the response to the incident—these are the "*GETTERS*"—this section manages the following:

- Student/Staff Status
- Resources, such as relief personnel
- Student Release
- Supply/Procurement/Equipment/Services
- Convergent Volunteers
- Support Teams

Finance/Administration Section - includes timekeeping of response workers during the disaster response and recovery phases, buying things and keeping comprehensive financial records, maintaining/managing all recovery records—these are the "*RECORDERS and PAYERS*".

- Timekeeping
- Purchasing/Procurement
- Recovery Records Management

COMMAND CENTER (CC)

Location – Outdoor Basketball Courts Under Shade Structure: It is best to locate the CC so that the full Emergency Assembly Area is in view, while maintaining adequate separation from students, medical treatment area and student release gate(s). Also, it should be set up in close proximity to the outside disaster supply storage container. Have alternate locations in mind, including off-campus evacuation site(s). Identify Command Center location with a blue flag and sign, so that it is visible to staff and emergency responders.

Responsibilities

- Institute Incident Command System (ICS)
- Assess type and scope of emergency
- Determine threat to human life and structures
- Determine need for site evacuation and take appropriate action

Positions Stationed at CP

Incident Commander
Recorder/Incident Log
Message Center
Radio/Telephone Communication
Student/Staff Status
Campus Map

Equipment/Supplies

Tables (2) & chairs (as needed)	Master Keys
Job description clipboards	Site Status Report - ICS Message Form
Staff Roster and Class Lists	District 2-way radio
Accountability Reports	Campus 2-way radios
Disaster plan	AM/FM battery operated radio
Bullhorn	Campus map
Incident logs	Blue flag and sign
Pens, markers, tape, stapler & staples, paper clips, 3-hole punch, extra batteries, etc.	

Ancillary Teams - These positions are located immediately adjacent to the CC so that they can be quickly accessed (second table is for this group):

- Supply/Procurement/Equipment/Services
- Information/Liaison
- Section Chiefs
- Runners
- Convergent Volunteers
- Unassigned Personnel: all teachers in their prep period at onset of disaster, all office and classroom classified personnel
- Search & Rescue
- Timekeeping

INCIDENT COMMANDER - JOHN COSTANZO

Duties:

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

Location:

Command Center

Training:

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

Equipment:

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

Procedures:

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

1. Verify that Emergency Assembly Area is still safe
2. Establish location of Command Center.
3. Direct opening of disaster container and Command Center setup.
4. Obtain personal equipment.
5. Assess type and scope of disaster.
6. Assign all disaster personnel or reassign as injuries or absences dictate. Maintain an updated duty roster, with date and times indicated. (Maintain all duty rosters as legal documents, to be given to the Finance/Administration Section Chief.)

Incident Commander, cont.

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SAFETY OFFICER

(Deputy Pete Romo & Josh McDonald—alternate assigned by Incident Commander)

Duties:

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

Assignment:

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

Location:

Immediately adjacent to Command Center

Training:

1. Damage assessment
2. Experience on School Safety Committee

Equipment:

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

Procedures:

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

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SCHOOL INFORMATION OFFICER/LIAISON

(Martha Pellico)

Duties:

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

Location:

Immediately adjacent to Command Center

Training:

Familiarity with District Policies and disaster plan

Equipment:

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

Procedures:

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

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

1. Set up at Command Center.
2. Wear PIO identification badge. (Keep it in supply box.)
3. Review with Incident Commander (Principal) the INITIAL STATEMENT (attached) for appropriateness and issue to Student Release Team at their station at the request gate(s). In addition, if the telephones are operational and it is safe to reenter the building, issue the INITIAL STATEMENT to the Telephone/Communications Team who will have someone stationed in the school office.
4. Refer all media to the District Public Information Officer. You are not authorized to speak for the District.
5. As appropriate to the scope of the disaster situation, serve as Liaison Officer-the point of contact for assisting and coordinating agency representatives (fire, law enforcement, Red Cross, etc.). Maintain activities log.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

INITIAL STATEMENT TO PRESS/PUBLIC

Superintendent Vicki Engbrecht is in the Command Center and is involved in managing the emergency operations to assist the schools. All information will be issued through Michael Vierra or the Public Information Officers at the District Administrative Center.

SECTION CHIEFS

(Assistant Principals, Principal's Administrative Assistant)

Duties:

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

Assignment:

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

Location:

Immediately adjacent to Command Center

Training:

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

Equipment:

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

Procedures:

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

Section Chiefs, cont.

1. Operations Chief – Elizabeth Wilson

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

2. Planning/Intelligence Chief – Sarah Delawder

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

3. Logistics Chief - Martha Pellico

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

4. Finance/Administration – Kim Wilczynski

- Assess situation with Incident Commander.
- With Incident Commander, determine Section units to activate.
- Brief Finance/Administration Section unit team leaders.
- Activate and supervise Finance/Administration Section units.
- Determine need and request additional resources from Incident Commander.
- Continue to evaluate situation needs and expand or reduce the number of Finance/Administration Section units and/or responders.
- Notify Logistics Chief of persons no longer needed and sent to the Resource Pool (near the Command Center).
- Continue to communicate situation status to the Incident Commander.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SECURITY TEAM

(Rocket Collins, Scott Branch Campus Supervisors)

Duties:

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

Assignment:

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

Location:

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

Training:

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

Equipment:

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

Procedures:

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

1. If needed:
 - a. Shut off gas main (only if you can smell gas leak)
 - b. Shut off electricity
 - c. Shut off water
2. If needed, double check location of student request/release point with Command Center.
3. Lock all outside access gates or doors.
4. Station personnel as needed to refer people to the student request/ release point.
5. Mount signs at campus access point(s) to direct parents to student request/release point.
6. Report problems or status to Operations Chief.
7. Report to Operations Chief after items 1-6 are completed, for reassignment. (Personnel assigned to securing entrances/exits and directing people to student request/release point should continue in this assignment for duration of emergency situation.)

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SEARCH & RESCUE TEAM/FIRE TEAM

(Joe Monteleone, Charles Figuerroa, Mike McKee - Operations Section)

Duties:

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

Assignment:

Personnel trained and physically capable to perform light rescue

Location:

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

Training:

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

Equipment:

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

Procedures:

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

Search & Rescue Team/Fire Team, cont.

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

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

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

- The disaster is so severe that a timely response by the coroner and/or law enforcement personnel is precluded.
 - It is necessitated by search and rescue work; the health, safety and psychological well being of persons forced to remain at their work location due to the severity of the disaster.
 - The remains are in a public area or otherwise exposed to public view.
6. Use chalk or grease pencil to mark slash on door when entering room. Close slash to form "X" on door when leaving room. Mark a "C" for "clear" on your map. If Campus 2-way radios are available, report by radio to Command Center that room has been cleared. If 2-way radio is not available, continue with the search and report in person to the Command Center as soon as you are able or give information to a Runner if one is available to you.
 7. Perform light rescue, fire suppression, and life-saving first aid techniques as needed. Summon Medical/First Aid Team and additional help as needed.
 8. Note general damage to structures. Upon completion of search, report areas where structural damage is observed for a more detailed assessment.
 9. Report to Operations Chief on Disaster Team Report Form.
 10. Upon completion of duties, report to Operations Chief for reassignment to Security Team or Safety/Damage Assessment Team.
 11. Reactivate Search & Rescue Team following aftershocks.

Student Assistants:

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

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SAFETY/DAMAGE ASSESSMENT TEAM

(Lloyd DeShong, Maintenance Custodian, Custodians, Groundsmen - Operations Section)

Duties:

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

Assignment:

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

Location:

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

Training-

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

Equipment:

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

Procedures:

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

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

MEDICAL/FIRST AID TEAM

(Rick Phillips, Alison Henry, Roberta DeShong, and other assigned personnel)

Duties:

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

Assignment:

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

Location:

To be determined by Incident Commander and Operations Chief

Training:

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

Equipment:

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

Procedures:

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

Medical/First Aid Team cont.

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

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

MENTAL HEALTH TEAM

(Counselors, School Psychologist, Speech Therapist, and assigned personnel)

Duties:

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

Assignment:

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

Location:

Command Center/Emergency Operations Center

Training:

Familiarity with site specifics procedures of the particular disaster incident

Equipment:

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

Resources:

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

Procedures:

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

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

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

Personnel: assigned by Incident Commander and Operations Chief

Responsibilities after pronouncement or determination of death:

Do not remove any personal effects from the body.

Personal effects must remain with the body **at all times**.

Attach tag to body with the following information:

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

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

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

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

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

Consider:

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

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

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

Give a copy of these guidelines to:

Incident Commander
Section Chiefs
School Information Officer
Safety Officer

COMMUNICATIONS

(Chad Powell, Christopher Spann, Tammy Smith, Aureo Lintag, and assigned personnel)

Duties:

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

Assignment:

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

Location:

Command Center/Emergency Operations Center

Training:

Familiarity with site specific procedures of the particular disaster incident

Equipment:

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

Procedures:

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

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

EMERGENCY COMMUNICATIONS CHECKLIST

ACTION	ACTION	WHO	WHO	DONE
Before an incident:	Before an incident:			
Locate Command Center	Locate Command Center	John Costanzo / Elizabeth Wilson	John Costanzo / Elizabeth Wilson	
Locate Media Center	Locate Media Center	John Costanzo / Elizabeth Wilson	John Costanzo / Elizabeth Wilson	
Appoint Key Decision-makers/ alternate	Appoint Key Decision-makers/ alternate	John Costanzo	John Costanzo	
Appoint Spokesperson/alternate	Appoint Spokesperson/alternate	John Costanzo / Chad Powell	John Costanzo / Chad Powell	
Include communications in campus disaster drills—practice!	Include communications in campus disaster drills—practice!	John Costanzo	Elizabeth Wilson	
During an incident:	During an incident:			
Call 911 if appropriate, or sheriff's department	Call 911 if appropriate, or sheriff's department	John Costanzo or designee	John Costanzo or designee	
Call District office	Call District office	John Costanzo / Chad Powell	John Costanzo / Chad Powell	
Institute lockdown, evacuation, etc., as appropriate for student safety	Institute lockdown, evacuation, etc., as appropriate for student safety	John Costanzo / Josh McDonald	John Costanzo / Josh McDonald	
Set up Command Center	Set up Command Center	John Costanzo /Assistant Principals	John Costanzo /Assistant Principals	
Initial ConnectED message to parents	Initial ConnectED message to parents	John Costanzo / Chad Powell	John Costanzo / Chad Powell	
Translated parent message as appropriate	Translated parent message as appropriate	/ Chad Powell	/ Chad Powell	
Info to site & district switchboard/ emergency voice mailbox	Info to site & district switchboard/ emergency voice mailbox	John Costanzo / Chad Powell	John Costanzo / Chad Powell	
Emergency pop-up on District Web site	Emergency pop-up on District Web site	Michael Vierra/ Jon Carrino	Michael Vierra/ Jon Carrino	
Notify all Hart District principals	Notify all Hart District principals	Vicki Engbrecht/ Michael Vierra	Vicki Engbrecht / Michael Vierra	
Notify nearby elementary district(s)	Notify nearby elementary district(s)	Vicki Engbrecht / Richard Varner	Vicki Engbrecht / Richard Varner	
Info to media/KHTS	Info to media/KHTS	Michael Vierra	Michael Vierra	
Ongoing info to teachers/staff	Ongoing info to teachers/staff	John Costanzo / Chad Powell	John Costanzo / Chad Powell	
Control parent/student release—access to campus	Control parent/student release—access to campus	Josh McDonald	Josh McDonald	
Coordinate media access-information	Coordinate media access-information	Chad Powell / Deputy Romo	Chad Powell /Deputy Romo	
Immediately following an incident:	Immediately following an incident:			
Follow-up ConnectEd message to district, parents, staff	Follow-up ConnectEd message to district, parents, staff	John Costanzo	John Costanzo	
Follow-up message to media	Follow-up message to media	Michael Vierra	Michael Vierra	
Follow-up message to Key Communicators list	Follow-up message to Key Communicators list	Michael Vierra / John Costanzo	Michael Vierra/ John Costanzo	

DISPERSING FOOD AND WATER
(Kitchen Staff)

Duties:

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

Assignment:

Kitchen staff

Location:

Determined by team leader(s)

Training:

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

Equipment:

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

Procedures:

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

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

STAFF RELIEF TEAM

(Sheryl Grabow-Weiss, Maria Palaikis, Sandy Williams, assigned faculty)

Duties:

Coordinate and document the systematic relief of faculty and staff.

Assignment:

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

Location:

Command Center/Emergency Operations Center

Training:

Familiarity with site specific procedures of the particular disaster incident

Equipment:

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

Procedures:

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

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

STUDENT RELEASE TEAM

(Delinda Abbott, Amber Medina, and Mike Killinger)

Duties:

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

Assignment:

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

Location:

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

Training:

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

Equipment:

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

Procedures:

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

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

1. Establish parent communication/request point and student release point and notify Command Center.
2. Interview people requesting release of students and verify authorization with personal identification. Assist with the completion of the Student Release/Runner Form.
3. Direct the authorized parent/adult to student release gate to wait for student to be brought to them.
4. Direct requests via student runners to Student/Staff Status Team at Command Center, where student runners will be directed to class locations.
5. Student runners transfer the completed Student Release/Runner Form to the supervising teachers.
6. The teacher at the EAA signs the Student Release/Runner Form and the requested student proceeds to the Release Gate with the student runner.
7. The authorized parent/adult signs the Student Release/Runner Form and in doing so accepts responsibility for the student.

Student Release Team, Cont.

- 8 The completed and signed Student Release/Runner Form is then returned to the parent request point to be entered into the Student Release Log and to be filed alphabetically for future reference
9. Note on the Student Release Log the date, time and name of person releasing the student and to whom student is released and destination. Release students **only** to personnel on emergency cards.
10. If student is uninjured and is willing to go with the adult, the student may be released. If the student cannot be released to the person making the request, due to injury or other trauma, the teacher notes that fact on the Student Release/Runner Form and returns the form, via the runner, to the Team members at the Request Gate for notation in the Student Release Log.
11. Keep the completed Student Release/Runner Forms in alphabetical order. [If the Request and Release functions are at same location, the team should keep a separate file of the forms of students who have been reunited.]
12. Maintain updated list of students who have been released to parents or authorized persons.
13. Routinely, and as requested, provide lists of "released" students to the Student/Staff Status position at the Command Center.

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

CAMPUS MAP MANAGEMENT

(Patricia Mercer)

Duties:

Mark site map appropriately as related reports are received.

Assignment:

Clerical staff or other staff member

Location:

Command Center

Training:

Familiarity with the school plant (facility)

Equipment:

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

Procedures:

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

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

1. After site related reports are received at the Command Center and logged in by the person assigned to the position of Recorder/Incident Log, note the information on the campus map. (Recorder/Incident Log gives Campus Map site related reports.)
 - Mark a "C" for location cleared by Search & Rescue.
 - Mark all locations declared unsafe by Safety/Damage Assessment.
 - Mark any changes to Emergency Assembly Area class locations.
 - Mark all other information that provides a concise picture of the campus.
2. Return the site related reports to Recorder/Incident Log.
3. Keep Planning/Intelligence Chief updated of any situations of concern, i.e., no information re: a wing of classrooms.
4. Preserve map as legal document until photographed.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

RECORDER/INCIDENT LOG

(Doug Broers and assigned personnel)

Duties:

Maintain time log of all actions/reports.

Assignment:

Office staff and/or other personnel as designated

Location:

Command Center

Training:

Experience with working under great pressure

Equipment:

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

Procedures:

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

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

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

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

Sample Log

Date: January **, ****

9:50 Approximate time of quake
9:55 Custodian opened container
10:00 Set up command Center; John Costanzo in charge
10:00 Mr. Costanzo says: Nurse is off campus
10:00 Student accounting forms coming into Command Center
10:00 Teachers are reporting to manpower pool
10:02 Report of Carrie McIntosh trapped in computer lab
10:06 Water running out of boys room by room 603
10:10 Search & Rescue assembled; team #1 told about Carrie in computer lab
10:14 Search & Rescue #3 radio batteries dead
10:15 Broken glass and lights in room 101
10:16 Repairman on office roof prior to quake not seen since
10:17 Aftershock - no injuries reported - students are seated
10:18 All Search & Rescue teams check in OK
10:19 Room 208 front door jammed
10:20 Sarah Laws & Mary Hans (parent nurses) here to help
10:21 Mr. Costanzo places Sarah in charge of medical
10:22 Request backboard and 4 carriers to cafeteria
10:22 Kathy Stroh assigned to stress counseling
10:23 Aftershock – John Costanzo injured
10:24 All Search & Rescue teams check in OK
10:24 Command transferred to Michael Vierra
10:25 District EOC on radio - we receive but cannot transmit
10:26 Natural gas leak below kitchen
10:27 Operations Chief directed to send someone to check gas leak (Lloyd D. is sent)
10:27 Student Release ready - Search & Rescue not finished
10:28 Major damage to cafeteria area
10:28 Broken windows/lights - room 523
10:29 Burning smell - room 203
10:32 Carle Manley (District Maint.) is here - sent to help Lloyd D. with gas leak
10:33 Rooms 801-805 shaken off foundation
10:35 Police helicopter flies over
10:35 Gas leak stopped
10:35 John Forest climbed fence, took son Jeremy
10:36 Mary Chester (District Office staff) is here - assigned with Kathy Stroh
10:38 Medical - reports total 9 minor injuries, 1 broken leg
10:42 All students accounted for - Student Release authorized to begin

MESSAGE CENTER

(Aureo Lintag)

Duties:

Receive and transmit messages from and to the District EOC

Assignment:

Office staff and/or other personnel as designated

Location:

Command Center

Training:

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

Equipment:

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

Procedures:

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

1. At the direction of the Planning/Intelligence Chief or Incident Commander, the Message Center begins monitoring the District EOC over the District two-way radio. ("ScAn")
2. Do not initiate any messages, but wait for the District EOC Message Center to contact the school. The only exception is for life threatening situation messages that are top priority. The report is to be preceded with "**District EOC, this is Valencia High School, this is a priority 1 message.**" After the District EOC acknowledges the school, complete the message transmission.
3. The District EOC will transmit a notification message advising you that they will ask for specific information and that the sites are to respond in a concise manner. (Channel 1)
4. The first round of site contacts will be for verification that two-way radio contact has been established. The District EOC will contact each school/site in alphabetical order
5. The second round of contacts will address preliminary damage and who, if someone other than the principal is the Incident Commander.
6. The District EOC Message Center will control the information flow. Provide information only as it is requested from the District. Their questions will be in the same order as the Site Status - EOC Message Form.

Message Center cont.

7. If contact cannot be established via the District two-way radio, advise the Planning/Intelligence Chief, who might consider the following options:
 - If school office is safe to reenter, the Radio/Telephone Communication Team can take and send messages over the Essential Service phone line.
 - District vehicles that have two-way radios might already be on campus.
 - Relay the school's information to a nearby school via bicycle or runner.
 - Cellular phone (if available) to one of the District's Essential Service phone lines
8. Only transmit messages to the District EOC that are written on the Site Status - EOC Message Form and authorized by the Incident Commander, either directly to you or via the Planning/Intelligence Chief.
9. Accurately write out messages from the District and give them to the person assigned to Recorder/Incident Log.

Radio Channels - Wm. S Hart Union High School District

“ScAn” Standby mode* to listen for calls

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

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

RADIO/TELEPHONE COMMUNICATION TEAM

(Chad Powell and other assigned personnel)

Duties:

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

Assignment:

Office staff and/or other personnel as designated

Location:

Command Center

Training:

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

Equipment:

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

Procedures:

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

1. Set up radio/telephone communications center at Command Center.
2. If the phones are working and it is safe to reenter the building, station one person at the Command Center and at least one other at the school office. If necessary, runners may be used to bring messages back and forth.)
3. Monitor emergency stations on am/fm battery-powered radio and log all relevant messages for Command Center.
4. At direction of Planning/Operations Chief or Incident Commander, contact police, fire, or medical responders by telephone (if operational).
5. Log all incoming and outgoing phone calls (if operational).
6. Keep the Command Center updated on all communications.
7. Keep the Planning/Intelligence Chief updated on all problems encountered in performing assignment.

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

COMMERCIAL RADIO STATIONS

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

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

Los Angeles area **AM radio** stations include:

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

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

RUNNERS

(Chris Bricker, Billie Legier & Jeff Albert)

Duties:

Carry messages/information from and to Command Center.

Assignment:

ASB Advisor and ASB students

Location:

Immediately adjacent to Command Center

Training:

Familiarity with site specific procedures of the disaster incident plans

Equipment:

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

Procedures:

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

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

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

STUDENT/STAFF STATUS

(Sharon Romero, Patricia Mercer, and other assigned personnel--Recording Team)

Duties:

Accounting for all students and staff on school site

Assignment:

Office staff or other school personnel as designated

Location:

Command Center

Training:

Familiarity with District disaster plan

Equipment:

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

Procedures:

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

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

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SUPPLY/PROCUREMENT/EQUIPMENT/SERVICES

(Kim Wilczynski and Lloyd DeShong)

Duties:

Provide materials and services in support of the disaster incident

Assignment:

Office staff or other school personnel as designated

Location:

Immediately adjacent to the Command Center

Training:

Familiarity with disaster and school supplies and equipment

Equipment:

Pencils/Pens

Stapler/Staples

Paper Clips

EOC Message Forms

Clipboard

Function Identification Sign

Masking Tape

Administrative Resource List

Emergency Purchase Orders

Inventory of disaster supplies

Inventory of food stores and food preparation
equipment on campus

Pencil Sharpener (small/hand held)

Transparent Tape

Scissors

Note pad

Rubber Bands

"In" and "Out" Boxes (Trays)

EOC team Communication Memo Forms

Business-to-Business Phone Book

Receipt Book

Inventory of custodial supplies & equipment

Procedures:

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

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

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

CONVERGENT VOLUNTEERS

(Lisa Duncan and Brenda Monteleone)

Duties:

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

Assignment:

School personnel as designated

Location:

Immediately adjacent to Command Center

Training:

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

Equipment:

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

Procedures:

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

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

1. Check in all unassigned school or district personnel on campus.
2. Register all convergent volunteers and file forms.
3. Maintain a roster/log of all persons in the Resource Pool (unassigned staff and registered convergent volunteers)
 - Note date
 - Time checked in
 - Time released and assignment
 - Time returned to Resource Pool
 - Time left campus and destination (include means of transportation and with whom, if did not leave alone)
4. Provide a name badge for all persons in the Resource Pool. Indicate "Staff" or "Volunteer."
5. Release persons under you supervision directly to the Logistics Chief, who will "deliver" them to their assignment.
6. Keep Student/Staff Status updated.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SUPPORT TEAM

(Lloyd DeShong, Melinda Wignall, and associate personnel)

Duties:

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

Assignment:

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

Location:

As determined by Logistics Chief and Incident Commander

Training:

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

Equipment:

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

Procedures:

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

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

1. Support Team lead person should check disaster supply storage to evaluate survival status.
2. Move supplies to safe area if necessary or possible.
3. Issue supplies to disaster teams as requested by Logistics Chief.
4. Send requests for additional supplies to Logistics Chief.
5. Sanitation person should establish field latrines (male and female) as needed. If it is safe to reenter the building(s), it might be possible to use existing toilet facilities by lining the stools with plastic bags. (The set up and procedures should be established prior to disaster situation. so that they can be explained to staff and students.) Support personnel should be stationed at latrines to instruct students on usage.
6. Upon request of Logistics Chief, food lead person establishes schedule and method of food preparation, feeding and clean up.
7. Food lead person organizes and sets up field kitchen if needed for extended emergencies.
8. Report regularly to Logistics Chief on status or problems encountered in assignment(s), using Disaster Team Report Form or other appropriate means.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

TIMEKEEPING/PURCHASING/PROCUREMENT RECOVERY RECORDS MANAGEMENT

(Kim Wilczynski)

Duties:

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

Assignment:

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

Training:

Familiarity with documentation of disaster claims and Workers Coup injury reports

Location:

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

Equipment:

Timekeeping

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

Purchasing/Procurement (after the disaster)

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

Recovery Records Management

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

Timekeeping/Records Mgt., cont.

Procedures:

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

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

Timekeeping

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

Purchasing/Procurement (after disaster)

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

Recovery Records Management

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

CHECK IN AND CHECK OUT WITH TIMEKEEPING

AREA COORDINATORS

(Kevin Kornegay, Donna Lee, Marzena Langdon, Victor Limon, Phyllis Madden, Joe Marcucilli)

Duties:

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

Assignment:

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

Location:

Determined by location in Assembly Area

Equipment:

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

Procedures:

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

EMPLOYEE GENERAL RESPONSIBILITIES

TEACHERS WITH CLASSES:

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

TEACHERS WITHOUT CLASSES:

Immediately report to the Logistics Officer (Martha Spansel-Pellico) at the Command Center and assist as directed.

INSTRUCTIONAL ASSISTANTS:

Report to the Logistics Officer (Martha Spansel-Pellico) at the Command Center and assist as directed.

GENERAL RESPONSIBILITIES:

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

INCIDENT: ALARMS SOUNDING

When an alarm goes off during a passing period or a break: faculty, must report to their Assembly Area locations and students are to report to their **period 4** teacher in the Assembly Area. Be sure to inform your period 4 students each semester of this and where you will be located in the Assembly Area.

INCIDENT: NO ALARMS SOUNDING

In the event that power is lost to the school and bells are not available: teachers should exercise conservative judgment and evacuate if they believe an emergency condition exists in their classroom. Regarding earthquakes: quakes and aftershocks can differ in their impact on classrooms and equipment within classrooms. **If you feel that students could be in danger by remaining in the classroom, then please evacuate your classroom.**

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

LOCKDOWN PROTOCOL

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

The signal for **LOCKDOWN** will be announced “in the open”—without code—over the public address (PA) system. Upon hearing the order to **LOCKDOWN**, teachers are to immediately insure that all of their students are accounted for and lock all doors leading into the classroom. If a teacher **has sent a student out of class** with a pass, the teacher is to lock all doors leading into the classroom as that student will remain under the supervision of whomever the teacher sent the student.

- The deputy and his/her associates will be in complete command of the situation.
- When a **lockdown** is ordered, all exterior doors are to be locked. Teachers and librarian will shut off all lights and direct all students and staff in their rooms to the back of the room/to a wall with no windows, to create a barricade of desks/tables in front of them and sit down on the floor behind the barricade.
- Teachers and librarian are to calm down all of their students and staff and direct them to remain completely quiet. **Reassure them that the Sheriff’s deputies are handling the situation to keep everyone safe.**
- **DO NOT OPEN THE DOOR FOR ANYONE, REGARDLESS OF WHO THEY CLAIM TO BE!**
- During the lockdown, no one is to use the land line telephones to make calls until authorized by the Sheriff Deputy in charge.
- Instruct students **NOT** to use their cell phones during the crisis. That could cause an outsider to come to the school and become a victim.
- Once the Sheriff Deputies declare an “All-Clear” status, an administrator will announce instructions to everyone over the PA system and share that it is safe to unlock doors.

DURING BRUNCH OR LUNCH students, faculty, and staff not in classrooms are to report immediately to the MPR, gym, library, or theater. Office and security personnel will be in these buildings to secure students. **DURING PASSING PERIODS**, instruct students to get into the nearest classroom. Employees are to do the same. Teachers are to accept any student who enters their room during a **LOCKDOWN** during a passing period. In these two scenarios, **the employee in charge of a group of students is to write a list of students with them.** The office will request these sheets immediately after the “ALL CLEAR” has been communicated.

The administration may communicate with specific classes at any given time during such a crisis. Personnel with walkie talkies (two way radios) **WILL OBSERVE RADIO SILENCE**. DO NOT use the radio unless specifically contacted—by name—by a higher authority. Initially, radios will be used solely for locating a perpetrator. All other emergency procedures, e.g., first aid, triage, become secondary until further notice by a higher authority.

INCIDENT: REPORTED GUN ON CAMPUS

CONCEALED GUN IN A CLASSROOM

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

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

ON SCHOOL PROPERTY-NOT IN A BUILDING

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

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

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

INCIDENT: WILDFIRE SMOKE*

Composition of smoke

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

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

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

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

Health effects of smoke

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

Carbon monoxide enters the bloodstream through the lungs and reduces oxygen delivery to the body's organs and tissues. The health threat from lower levels of CO is most serious for those who suffer from cardiovascular disease. At higher levels, carbon monoxide exposure can cause headaches, dizziness, visual impairment, reduced work capacity, and reduced manual dexterity even in otherwise healthy individuals. At even higher levels (seldom associated solely with a fire), carbon monoxide can be deadly.

People exposed to toxic air pollutants at sufficient concentrations and durations may have an increased chance of getting cancer or experiencing other serious health problems. However, in general, it is believed that the long term risk from toxic air pollutants from forest fire smoke is very low. Some components of smoke, such as many polycyclic aromatic hydrocarbons (PAH) are carcinogenic. Probably the most carcinogenic is benzo-a-pyrene (BaP), which has been demonstrated to increase in toxicity when mixed with carbon particulate. Other components, such as the aldehydes, are acute irritants. Three air toxics are of most concern from wildfires:

1. Acrolein. An aldehyde with a piercing, choking odor. Even at low levels, acrolein can severely irritate the eyes and upper respiratory tract. Symptoms include stinging and tearing eyes, nausea and vomiting.
2. Formaldehyde. Low level exposure can cause irritation of the eyes, nose and throat. Higher levels cause irritation to spread to the lower respiratory tract. Long-term exposure is associated with nasal and nasopharyngeal cancer.
3. Benzene. Benzene causes headaches, dizziness, nausea and breathing difficulties, and is a very potent carcinogen. Benzene causes anemia, liver and kidney damage, and cancer.

Not everyone who is exposed to thick smoke will have health problems. Level, extent and duration of exposure, age, individual susceptibility and other factors play a significant role in determining whether or not someone will experience smoke-related health problems.

Sensitive populations

Most healthy adults will recover quickly from smoke exposures and will not suffer long-term consequences. However, certain sensitive populations may experience more severe acute and chronic symptoms from smoke exposure. Much of the information about how particulate affects these groups has come from studies done on urban particulate. More research is needed (and some of it is underway) to determine if particulate from wildfires affects these groups differently.

Individuals with asthma, and other respiratory diseases: Levels of pollutants which may not interfere with normal breathing affect people with asthma in more profound ways, causing greater inflammation or constriction of airways.

Asthma, derived from the ancient Greek word for panting, is a chronic condition in which the airways temporarily become impeded, causing labored breathing, wheezing or coughing. During an asthma attack, the muscles tighten around the airways, constricting the free exchange of air. The lining of the airways becomes inflamed and swollen. Children's airways are narrower than those of adults, thus irritation that would produce only a slight response in an adult can result in significant obstruction in the airways of a young child. Older people with asthma experience higher mortality rates from asthma than other age groups.

Individuals with cardiovascular disease: Cardiovascular diseases include many ailments, such as hardening of the arteries, high blood pressure, angina pectoris, heart attacks and strokes. It is the leading cause of death in the United States, responsible for about 42% of all deaths each year. The vast majority of those deaths are in people over the age of 65. Studies have linked particulate pollution to increased heart attacks and symptoms in those with cardiovascular disease. The exact toxicological mechanisms are not well understood, but studies show that particulate matter causes respiratory symptoms, changes in lung function, alteration of mucociliary clearance and pulmonary inflammation that can lead to increased permeability of the lungs. This, in turn, can cause fluid to accumulate in the lungs. Mediators released during an inflammatory response could increase the risk of blood clot formation and strokes. Other studies have shown that the particles may trigger certain neurons in the respiratory tract, leading to effects on the nervous system.

The elderly: Studies estimate that tens of thousands of elderly people die prematurely each year from exposure to particulate pollution. Part of that is due to the fact that the elderly are more likely to have pre-existing lung and heart diseases. In addition, the elderly seem to be more affected than other age groups because we lose important respiratory defense mechanisms as we age. Older individuals tend to have more difficulty clearing particles from their lungs. As a result, pollutants irritate the lungs for longer periods of time and can cause more damage. In addition, particulate pollution can compromise the immune system, increasing the susceptibility to bacterial or viral respiratory infections. This can lead to an increase incidence of pneumonia and other complications among the elderly.

Children: Children, even those without any preexisting conditions, are considered a sensitive population because their lungs are still developing, making them more susceptible to environmental threats than healthy adults. Several factors lead to increased exposure in children: compared to adults, they tend to spend more time outside; they engage in about three times the vigorous activity, and they breathe about 50% more air per pound of body weight. Studies have shown that particulate pollution is associated with increased respiratory symptoms and decreased lung function in children, including symptoms such as aggravated coughing and difficulty or pain in breathing. These can result in school absences and limitation in normal childhood activities.

Smokers: People who smoke have already compromised their lung function. Exposure to high levels of particulate can exacerbate their condition, leading to chest pain, trouble breathing and other respiratory symptoms more quickly than in non-smokers. As a way to put smoking in context, in a 10' by 13' room with an 8' ceiling, it takes only 10 minutes for the side stream smoke³ of 4 cigarettes to create ambient levels of particulate in the haz³ dous ranges (644 ug/m³)

Characteristics of smoke

The behavior of smoke depends on many factors, including the fire's size, the fire's location, the topography of the area and the weather. In mountainous terrain, where inversions are common, smoke often fills the valleys, where, incidentally, people usually live. Smoke levels can be very hard to predict: a wind that usually clears out a valley, may simply blow more smoke in, or may fan the fires causing a worse episode the next day. Smoke concentrations tend to change constantly. (By the time you issue a warning, the smoke may have cleared out.) National Weather Service satellite photos, weather and wind forecasts, and knowledge of the area can all help in predicting how much smoke will come into an area, but predictions are rarely accurate for more than a few hours out. The National Weather Service's website has a lot of information, including satellite photos that are updated throughout the day. For the western United States, the web address is www.wrh.noaa.gov.

Judging particulate levels in smoke

Communities that have established air quality programs and alert systems traditionally base their advisements to the public on the 24 or 8 hour averages of particulate. However, it makes sense to approach smoke emergencies differently, for a couple of reasons. Smoke concentrations tend to be very high for a few hours, and then drop off dramatically. But, research has shown that the spikes may be what cause some of the most deleterious effects. In addition, the particulate from smoke is very small, and has more of an impact than PM_{10} , which is what most emergency plans are based upon. Another factor is public perception. Since smoke is so good at scattering light, visibility changes drastically as smoke concentrations increase. Even without being told, the public can tell when the smoke is getting worse, and they want authorities to respond to those changes as they are happening, instead of when they have been going on for eight hours, or when they are over.

Many places don't have real-time particulate monitors to help determine how thick the smoke is. (Real time monitors give an instant (and continuous) reading of particulate concentrations.) However, visibility can serve as a good surrogate. Even in areas with monitors, this index is useful, since smoke levels are ever-changing, giving the public a way to judge the smoke levels for them on a continual basis.

Categories	Visibility in Miles	Particulate levels ³ (averaged 1 hour, ug/m)
Good	10 miles and up	0 - 40
Moderate	6 to 9	41 - 80
Unhealthy for Sensitive Groups	3 to 5	81 - 175
Unhealthy	1 1/2 to 2 1/2	176 - 300
Very Unhealthy	1 to 1 1/4	301 - 500
Hazardous	3/4 mile or less	over 500

Procedure for Making Personal Observation to Determine Smoke Concentrations

- Face away from the sun
- Determine the limit of your visibility range by looking for targets at known distances (miles). Visible range is that point at which even the high contrast objects totally disappear
- After determining visibility in miles, use the chart to determine health effect and appropriate cautionary statement.

At times, even the visibility index may be hard to use, especially if specific landmarks of known distance are not available for judging distances. In such cases, individuals may have to rely on common sense in assessing smoke conditions (e.g., mild, moderate, heavy smoke) and the kinds of protective actions that might be necessary.

Recommendations for the public

The following table provides a general list of probable health effects at each level, and associated recommended cautionary statements. It is based on the EPA's Air Pollution Index, as well as some work done in Montana and Washington.

Categories	Health Effect	Cautionary Statement
Good	None	None
Moderate	Possibility of aggravation of heart or respiratory disease.	People with heart or lung disease should pay attention to symptoms.
Unhealthy for Sensitive Groups	Increasing likelihood of respiratory symptoms and aggravation of lung disease such as asthma.	People with respiratory or heart disease, the elderly and children should <i>limit</i> prolonged exertion and stay indoors when possible.
Unhealthy	Increased respiratory symptoms and aggravation of lung and heart diseases; possible respiratory effects to general population.	People with respiratory or heart disease, the elderly and children should <i>avoid</i> prolonged exertion and stay indoors when possible; everyone else should <i>limit</i> prolonged exertion.
Very Unhealthy	Significant increase in respiratory symptoms and aggravation of existing lung and heart disease; increasing likelihood of respiratory effects of general population.	People with respiratory or heart disease, the elderly and children should <i>avoid</i> any outdoor activity; everyone else should <i>avoid</i> any outdoor exertion.
Hazardous	Serious aggravation of heart or lung disease and premature mortality in persons with cardiopulmonary disease and the elderly; serious risk of respiratory effects in general population.	Everyone should <i>avoid</i> any indoor and outdoor exertion; everyone should remain indoors whenever possible.

Specific strategies

Staying Indoors: The most common advisory issued during a smoke pollution episode is to stay indoors. The usefulness of this strategy depends entirely on how clean the indoor air is. Studies (almost none of which were conducted during forest fire smoke episodes) indicate that this strategy can usually provide some protection, especially in a tightly closed, air conditioned house. Staying inside can usually reduce ambient air pollution by about a third. In non-air conditioned homes anywhere from 70 to 100% of fine particulate will penetrate indoors from the outside air. In very leaky homes and buildings, the guidance of staying inside with doors and windows closed may offer little protection. Certainly, if doors and windows are left open, indoor and outdoor air will be about the same. One of the biggest problems with advising people to stay inside during smoke events is the risk of heat stress. The fire season is often accompanied by high outside temperatures and for those people who depend upon open windows and doors for ventilation, keeping windows and doors closed can be a problem. Older individuals and others in frail health run the risk of heat exhaustion or heat stroke which could have dire consequences. If outside temperatures are very high, it would be prudent to advise those without air conditioning to seek shelter in a clean air sanctuary. These are discussed later in this guide.

Smoke events can last several weeks or months. These longer events are usually punctuated by times with relatively clean air. When air quality improves, even temporarily, residents should "air out" their homes to reduce indoor air pollution.

Air conditioners: Little is known about the impact of using various types of air conditioners and air filters on indoor air pollutant concentrations. The conventional wisdom is that air conditioners reduce the amount of outside particulate to get indoors, if for no other reason than air conditioned homes usually have lower air exchange rates than homes that use open windows for ventilation. Some air conditioners can be fitted with HEPA filters (stands for High Efficiency Particulate) These filters can capture most of the tiny particles associated with smoke and can further reduce the amount of outside air pollution that gets indoors.

Air cleaners: Air cleaners can be effective at reducing indoor particulate levels, provided the specific cleaner is adequately matched to the indoor environment in which it is placed. However, they tend to be expensive. Air cleaners can be either a portable unit to clean a single room (\$50 - \$300) or a larger central air cleaner to clean the whole house (\$300 - \$1000+). Most air cleaners are not effective at removing gases and odors. The two basic types of air cleaners for particle removal are:

- Mechanical cleaners, which contain a fiber or fabric filter. The filters need to be sealed tightly in their holders, and cleaned or replaced regularly.
- Electronic air cleaners, such as electrostatic precipitators (ESP) and ionizers. ESPs use a small electrical charge to collect particles from air pulled through the device. Ionizers, or negative ion generators, cause particles to stick to materials (such as carpet and walls) near the device. Electronic air cleaners usually produce small amounts of ozone as a byproduct.

The effectiveness of an air cleaner is usually reported in terms of efficiency, which can be misleading, as it only tells half of the story. The other important factor is air flow. Together, these two factors equal the Clean Air Delivery Rate (CADR), which is a better measure of how a device will actually perform. For example, 99.99% efficiency sounds great, if the flow is only 20 cfm, one would be better off at 90% efficiency and 100 cfm (CADR: 20 vs 90 cfm). Room units should be sized to supply at least two or three times the room volume per hour. Most portable units will state on the package the unit's air flow rate, the size room it cleans and perhaps its particle removal efficiency and its CADR. Central system air units should handle at least 0.5 air changes per hour, the air exchange rate necessary to reasonably ventilate a house continuously under most conditions.

For central air conditioning systems, electrostatic precipitators, high efficiency media filters and medium-efficiency media filters can be added so that the particle level in the indoor air can be kept within acceptable levels during a prolonged smoke event. However, these filters create more air resistance in the system, and may not be able to be used without modifications to the system.

Devices that remove gases and odors are relatively costly, both to purchase and maintain. They force air through materials such as activated charcoal or alumina coated with potassium permanganate. However, the filtering medium can become quickly overloaded and may need to be replaced often. Some devices, known as ozone generators, personal ozone devices, "energized oxygen" generators, and "pure air" generators, are sold as air cleaners, but they probably do more harm than good. These devices intentionally produce ozone gas to react with pollutants in the air. Ozone is composed of three atoms of oxygen. The third atom can detach from the molecule and reattach to molecules of other substances, thereby altering their chemical composition. It is this ability to react with other substances that forms the basis of manufacturer's claims. However, the EPA has found that ozone is generally ineffective in controlling indoor air pollution at concentrations that do not greatly exceed public health standards. In addition, ozone does not remove particles from the air, so would not be effective during smoke events. (Some ozone generators include an ion generator to remove particles, but it would be far safer to buy the ionizer by itself.) Ozone, whether in its pure form or mixed with other chemicals, can be harmful to health. When inhaled, ozone can damage the lungs. Relatively low amounts of ozone can cause chest pain, coughing, shortness of breath and throat irritation. It may also worsen chronic respiratory diseases such as asthma, as well as compromise the body's ability to fight respiratory infections. As a result, using an ozone generator during a smoke event may actually increase the adverse health effects from the smoke. For more information about ozone generators that are sold as air cleaners, see www.epa.gov/iaq/pubs/ozonegen.html.

Humidifiers are not technically air cleaners, and will not significantly reduce the amount of particulate in the air during a smoke event. Nor will they remove gases like carbon monoxide. However, humidifiers and dehumidifiers (depending on the environment) may slightly reduce pollutants through condensation, absorption and other mechanisms. The greater benefit of running a humidifier in an arid environment during a smoke event would be to reduce stress on the respiratory system, by keeping the mucus membranes moist.

For more information about residential air cleaners, see www.epa.gov/iaq/pubs/residair.html.

In vehicles: Individuals can reduce the amount of particulate in their vehicles by keeping the windows closed. However, cars heat up very quickly in warm weather, and heat stress can be an issue. Children and pets should never be left in a vehicle with the windows closed. The car's ventilation systems typically remove a portion of the particulate coming in from outside. For best results, most cars have the ability to re-circulate the inside air, which will help keep the particulate levels lower.

Reduced activity: Reduction of physical activity reduces the dose of inhaled air pollutants, and may reduce the risk of health impacts during a smoke event. During exercise, people may increase their air intake as much as ten times their resting level. An endurance athlete can process as much as twenty times the normal intake. This brings more pollution deep into the lungs. While exercising, people tend to breathe through their mouths, bypassing the natural

filtering ability of the nasal passages: again, delivering more pollution to the lungs. They also tend to breathe more deeply, causing the particulate to lodge deeper into the lungs where it can cause more damage.

Other sources of air pollution: Many indoor sources of air pollution can emit large amounts of the same pollutants present in forest fire smoke. Indoor sources such as cigarette smoke, gas, propane and wood burning stoves and furnaces, and activities such as cooking, burning candles and incense, and vacuuming can greatly increase the particulate levels in a home. Some of these sources can also increase the levels of polycyclic aromatic hydrocarbons (PAHs), carbon monoxide and nitrogen oxides. Besides cigarette smoke, combustion sources that do not vent to the outdoors contribute most to indoor pollutant levels and are of greatest concern. On average, reducing indoor air emissions as much as possible during smoke events may reduce indoor particulate levels by one quarter to one third or more, and levels of PAHs, VOCs and other pollutants by an even greater amount. These reductions can help compensate for the increased loading from the outdoor air.

Masks: **In order for a mask to provide protection during a smoke event, it must be able to filter very small particles (around 0.3 to 0.1 microns) and it must fit, providing an airtight seal around the wearer's face. Commonly available paper dust masks, which are designed to filter out larger particles such as dust created by sanding, typically offer little protection. The same is true for bandanas (wet or dry) and tissues held over the mouth and nose. In fact, they may actually be detrimental, giving the wearers a false sense of security and encouraging them to increase their physical activity and time outdoors.**

Surgical masks that trap smaller particles are also available, but these masks are designed to filter air coming out of the wearer's mouth, and do not provide a good seal. As a result, these tend to be no better than dust masks. Some masks (technically called respirators, but they look more like paper masks) are good enough to filter out 95% of the particulate that is 0.3 microns and larger.

Smoke particulate averages about 0.3 microns, so these masks will filter out a significant portion of the smoke if they are properly fit to the wearer's face. These masks, which may include an exhale valve, do not require cartridge filters. They are marked with one of the following: "R95", "N95" or "P95." Soft masks with higher ratings (R, N or P 99 and R, N, or P100) are also available and will filter out even more particulate. Respirators with purple HEPA (pronounced hee-pa and stands for high efficiency particulate air) filters offer the highest protection, but may be less comfortable and slightly more expensive than the flexible masks. Again, unless there is an airtight seal over the wearers face, it will provide little protection. There are several drawbacks to recommending widespread mask use in an area affected by wildfire smoke. Most people won't use the masks correctly and won't understand the importance of having an airtight seal. For instance, it is impossible to get a good seal on individuals with beards. In addition, masks aren't designed for use by the general population (including children.) As a result, the masks will provide little if any protection. In addition, they may give the wearers a false sense of protection, leading them to ignore other recommendations, like reducing physical activity, which could actually increase their exposure. Masks are uncomfortable (they are less uncomfortable when they are leaky – but then they do not provide protection.) They increase resistance to air flow. This makes breathing more difficult and leads to physiological stresses, such as increased respiratory and heart rates. Masks can also contribute to heat stress. Because of this, mask use by those with cardiopulmonary and respiratory diseases can be dangerous, and should only be done under a doctor's supervision. Even healthy adults may find that the increased effort required for breathing makes it uncomfortable to wear a mask for more than short periods of time. Breathing resistance increases with respirator efficiency. Most healthy adults can use a 95% efficient respirator without undue breathing resistance. At higher efficiencies, breathing resistance will increase and the user will experience more discomfort. Another problem with masks is that most of them will not reduce CO. There are some instances where recommending mask use can be beneficial. For outdoor workers, or others that will be outside regardless of the smoke, masks (as long as they fit properly) can afford some protection. In cases where people are generally staying indoors, wearing a mask to go outside briefly might be useful. Masks can also be useful in conjunction with other methods of exposure reduction like staying indoors, reducing activity and using HEPA air cleaners, to reduce overall smoke exposure.

Clean Air Shelters: In many places, staying inside may not adequately protect susceptible individuals. Many homes do not have air conditioning, and depend on open windows and doors for cooling. Other homes may be so leaky, that the pollution levels will soon equal that of outside air. During severe smoke events, clean air shelters can be designated to provide residents with a place to get out of the smoke. These can be located in large commercial buildings, educational facilities, shopping malls or anyplace with effective air conditioning and particle filtration.

Closures: The decision to close or curtail business activities will depend upon predicted smoke levels, environmental and socioeconomic factors and other local conditions. It could be that exposure inside schools and businesses may be similar to or better than those in homes. Children's physical activity may also be better controlled in schools than in

homes, making school closings a poor choice. In many areas it will not be practical to close businesses and schools, but partial closures may be beneficial. Closures and cancellations can target specific groups (like the sensitive populations) or specific, high risk activities, like outdoor sporting events and practices. Curtailing outside activities can reduce exposures by encouraging people to stay inside and reduce physical activity. The decision to restrict industrial emissions should be based on the local air pollution situation and the emission characteristics of particular industries. Curtailment may not be beneficial if eliminating industrial emissions will not noticeably reduce the air pollution load.

Evacuation: The most common call for evacuation during a wildfire is due to the direct threat of the fire instead of smoke. Leaving the area of thick smoke may be a good protective measure for members of sensitive groups, but it is often difficult to predict the duration, intensity and direction of smoke, making this an unattractive option to many people. For fires that go on for weeks, evacuation may not be possible for a large percentage of the population.

*Coefield, John and Cyra Cain. 2001. Forest Fire Smoke Categories. Montana Department of Environmental Quality, PO Box 200901, Helena, MT 59620.

INCIDENT: BOMB THREAT

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

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

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

- All PA announcements are to be made in the CLEAR.
- Announce the following over the PA system:
"We have a bomb threat. DO NOT USE YOUR CELL PHONE. DO NOT TURN ON YOUR CELL PHONE. DO NOT TURN OFF YOUR CELL PHONE. DO NOT ANSWER ANY IN COMING CALLS. IF YOUR CELL PHONE IS CURRENTLY ON, PLACE IT ON VIBRATE. A SIGNAL FROM ANY CELL PHONE MAY ACTIVATE THE BOMB."
- when it is determined to evacuate, do so immediately—DO NOT STOP FOR PERSONAL EFFECTS,
- treat ALL bomb threats seriously, regardless of how many times they occur,
- know what to do if news media shows up—DO NOT ANSWER QUESTIONS, REFER TO PRINCIPAL,
- do not evacuate people into a parking lot—a bomber may lure people outside during a hoax, into the blast zone of a bomb planted inside a vehicle or fixed object,
- stay clear of classroom windows if you hear an explosion,
- know the chain of command to direct actions,
- exercise your action plan.

Telephonic Bomb Threat Actions

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

Written Bomb Threat Actions

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

Email Bomb Threat Actions

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

If a Bomb is Found During a Security Check

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

Suspicious Mail

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

Indicators of Possible Mail or Package Bombs

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

BOMB THREAT INFORMATION FORM

Be Calm! Be Courteous! Listen Carefully! Do Not Interrupt!

Write out the exact words of the original threat. _____

(Try to keep the caller talking—ask questions, see below):

When will the bomb explode? _____ Time remaining? _____

Where is the bomb now? _____ What Area? _____

What kind of bomb is it? _____ What does it look like? _____

Where are you calling from? _____ What is your name? _____

Description of voice:

Speech:

Manner:

_____ Male	_____ Loud	_____ Distinct	_____ Calm
_____ Female	_____ Soft	_____ Distorted	_____ Angry
_____ Adult	_____ Fast	_____ Slurred	_____ Rational
_____ Child	_____ Slow	_____ Nasal	_____ Irrational
_____ Familiar	_____ Lisp	_____ Pleasant	_____ Coherent
_____ Disguised	_____ Stutter	_____ High Pitch	_____ Incoherent
_____ Muffled	_____ Raspy	_____ Deep	_____ Emotional
_____ Intoxicated			_____ Laughing
_____ Accent (Describe: _____)			
_____ Other _____			

Background Noises:

_____ Quiet _____ Train _____ Children _____ Street Traffic _____
_____ Music (Type: _____) _____ Animals (Type: _____) _____ Voices _____ Mixed Noises (Type: _____)
_____ Party _____ Machinery (Type: _____) _____ Office Machines _____ PA System
_____ Other _____

Exact time of call: _____ Date: _____

Call received at: (Site) _____ Ext. _____

Time Caller hung up: _____ Person taking call: _____

Reported call immediately to: _____
(Name of school official)

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

BOMB THREAT REPORT FORM

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

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

Person who received call: _____

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

Date: _____ Time: _____

Sheriff personnel contacted: _____

Deputy who responded to call: _____

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

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

D. Remarks: _____

(Principal's Signature)

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

INCIDENT: TERRORIST THREAT

Terrorists carefully plan their operations, using time as their greatest asset. They will attack or seize what they consider a “soft target.” Criminals will do the same, looking for patterns or people who either let their guard down or are not aware of their surroundings.¹ Prior to a terrorist threat, do the following:

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

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

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

ACTIONS TO TAKE IF YOU BELIEVE YOU ARE UNDER SURVEILLANCE:

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

HOMELAND SECURITY ADVISORY SYSTEM²

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

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

Low Condition (Green)

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

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

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

¹ AFJROTC Quick Reaction Checklists, Headquarters Operation Support

² Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

Guarded Condition (Blue)

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

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

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

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

Elevated Condition (Yellow)

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

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

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

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

High Condition (Orange)

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

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

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

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

Severe Condition (Red)

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

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

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

- Advise all personnel to avoid public gathering places such as stadiums, holiday gatherings, or other high risk locations;
- Direct all personnel to follow official instructions about restrictions to normal activities;
- Activate the Crisis Telephone Tree to communicate status of work;
- Advise all personnel to listen to the radio and TV for possible advisories or warnings; and
- Prepare to take protective actions such as sheltering-in-place or evacuation if instructed to do so by public officials.

INCIDENT: CHEMICAL AND BIOLOGICAL WEAPONS³

In case of a chemical or biological weapon attack at school, the administration will instruct you on the best course of action. This may be to evacuate the area immediately, to seek shelter at a designated location, or to take immediate shelter where you are and seal the premises. The best way to protect you is to take emergency preparedness measures ahead of time and to get medical attention as soon as possible, if needed.

CHEMICAL

Chemical warfare agents are poisonous vapors, aerosols, liquids, or solids that have toxic effects on people, animals or plants. They can be released by bombs, sprayed from aircraft, boats, or vehicles, or used as a liquid to create a hazard to people and the environment. Some chemical agents may be odorless and tasteless. They can have an immediate effect (a few seconds to a few minutes) or a delayed effect (several hours to several days). While potentially lethal, chemical agents are difficult to deliver in lethal concentrations. Outdoors, the agents often dissipate rapidly. Chemical agents are also difficult to produce.

There are six types of chemical agents:

- Lung-damaging (pulmonary) agents such as phosgene,
- Cyanide,
- Vesicants or blister agents such as mustard,
- Nerve agents such as GA (tabun), GB (sarin), GD (soman), GF, and VX,
- Incapacitating agents such as BZ, and
- Riot-control agents (similar to MACE).

BIOLOGICAL

Biological agents are organisms or toxins that can kill or incapacitate people, livestock and crops. The three basic groups of biological agents that would likely be used as weapons are bacteria, viruses, and toxins.

1. **Bacteria.** Bacteria are small free-living organisms that reproduce by simple division and are easy to grow. The diseases they produce often respond to treatment with antibiotics.
2. **Viruses.** Viruses are organisms that require living cells in which to reproduce and are intimately dependent upon the body they infect. Viruses produce diseases that generally do not respond to antibiotics. However, antiviral drugs are sometimes effective.
3. **Toxins.** Toxins are poisonous substances found in, and extracted from, living plants, animals, or microorganisms; some toxins can be produced or altered by chemical means. Some toxins can be treated with specific antitoxins and selected drugs.

Most biological agents are difficult to grow and maintain. Many break down quickly when exposed to sunlight and other environmental factors, while others such as anthrax spores are very long lived. They can be dispersed by spraying them in the air, or infecting animals which carry the disease to humans as well as through food and water contamination.

- Aerosols—Biological agents are dispersed into the air, forming a fine mist that may drift to files. Inhaling the agent may cause disease in people or animals.
- Animals—Some diseases are spread by insects and animals, such as fleas, mice, flies, and mosquitoes. Deliberately spreading diseases through livestock is also referred to as agroterrorism.
- Food and water contamination—Some pathogenic organisms and toxins may persist in food and water supplies. Most microbes can be killed, and toxins deactivated, by cooking food and boiling water. Anthrax spores formulated as a white powder were mailed to individuals in the government and media in the fall of 2001. Postal sorting machines and opening of letters dispersed the spores as aerosols. Several deaths resulted. The effect was to disrupt mail service and to cause a widespread fear of handling delivered mail among the public.
- Person-to-person spread of a few infectious agents is also possible. Humans have been the source of infection for smallpox, plague, and the Lassa viruses.

³ Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

WHAT TO DO TO PREPARE FOR A CHEMICAL OR BIOLOGICAL ATTACK

1. Maintain disaster supplies; and
2. Rehearse emergency procedures.
3. Keep a complete, spare set of clothing in your room/office in a tightly sealed container.

WHAT TO DO DURING A CHEMICAL OR BIOLOGICAL ATTACK

1. Listen to announcements over the PA system for instructions from the administration such as whether to remain inside or to evacuate.
2. If you are instructed to remain indoors:
 - Turn off heating and air conditioning unit and any fan in the room/office.
 - Cover all ventilation vents.
 - Seal the room/office with duct tape. Ten square feet of floor space per person will provide sufficient air to prevent carbon dioxide build-up for up to five hours.
 - Keep students calm and quiet. Try to get people to sleep, as you remain awake.
 - Remain in room/office until you receive additional instructions.
3. If you are caught in an unprotected area, you should:
 - Attempt to get up-wind of the contaminated area.
 - Attempt to find shelter as quickly as possible.
 - Listen for instructions from the administration.

WHAT TO DO AFTER A CHEMICAL ATTACK

Immediate symptoms of exposure to chemical agents may include blurred vision, eye irritation, difficulty breathing and nausea. A person affected by a chemical or biological agent requires immediate attention by professional medical personnel. If medical help is not immediately available, decontaminate yourself and assist in decontaminating others. Decontamination is needed with minutes of exposure to minimize health consequences. **(However, you should NOT leave the safety of a shelter to go outdoors to help others until the administration announces that it is safe to do so.)**

1. Use extreme caution when helping others who have been exposed to chemical agents:
 - Remove all clothing and other items in contact with the body.
 - Contaminated clothing normally removed over the head should be cut off to avoid contact with the eyes, nose, and mouth.
 - Put all removed clothing into a plastic bag.
 - Decontaminate hands using soap and water if available.
 - Remove eyeglasses or contact lenses.
 - Decontaminate eyeglasses in a pan of household bleach.
2. Flush eyes with lots of water.
3. Gently wash face and hair with soap and water; then thoroughly rinse with water.
4. Decontaminate other body areas likely to have been contaminated. **Blot (do not swab or scrape) with a cloth soaked in soapy water and rinse with clear water.**
5. Change into uncontaminated clothes. **Clothing stored in drawers or closets is likely to be uncontaminated.**
6. If possible, proceed to a medical facility for screening.

WHAT TO DO AFTER A BIOLOGICAL ATTACK

In many biological attacks, people will not know they have been exposed to an agent. In such situations, the first evidence of an attack may be when you notice symptoms of the disease caused by an agent exposure, and you should seek immediate medical attention for treatment.

In some situations, like the anthrax letters sent in 2001, people may be alerted to a potential exposure. If this is the case, pay close attention to all official warnings and instructions on how to proceed. The delivery of medical services for a biological event may be handled differently to respond to increased demand. Again, it will be important for you to pay attention to official instructions via radio, television, and emergency alert systems.

If your skin or clothing comes in contact with a visible, potentially infectious substance, you should remove and bag your clothes and personal items and wash yourself with warm soapy water immediately. Put on clean clothes and seek medical assistance.

For more information, visit the website for the Centers for Disease Control and Prevention: www.bt.cdc.gov.

INCIDENT: NUCLEAR AND RADIOLOGICAL ATTACK⁴

(For Home and Work)

Nuclear explosions can cause deadly effects—blinding light, intense heat (thermal radiation), initial nuclear radiation, blast, fires started by the heat pulse, and secondary fires caused by the destruction. They also produce radioactive particles called fallout that can be carried by wind for hundreds of miles.

Terrorist use of a radiological dispersion device (RDD)—often called “dirty nuke” or “dirty bomb”—is considered far more likely than use of a nuclear device. These radiological weapons are a combination of conventional explosives and radioactive material designed to scatter dangerous and sub-lethal amounts of radioactive material over a general area. Such radiological weapons appeal to terrorists because they require very little technical knowledge to build and deploy compared to that of a nuclear device. Also, these radioactive materials, used widely in medicine, agriculture, industry and research, are much more readily available and easy to obtain compared to weapons grade uranium or plutonium.

Terrorist use of a nuclear device would probably be limited to a single smaller “suitcase” weapon. The strength of such a weapon would be in the range of the bombs used during World War II. The nature of the effects would be the same as a weapon delivered by an inter-continental missile, but the area and severity of the effects would be significantly more limited.

There is no way of knowing how much warning time there would be before an attack by a terrorist using a nuclear or radiological weapon. A surprise attack remains a possibility.

The danger of a massive strategic nuclear attack on the United States involving many weapons receded with the end of the Cold War. However, some terrorists have been supported by nations that have nuclear weapons programs.

If there were a threat of an attack from a hostile nation, people living near potential targets could be advised to evacuate or they could decide on their own to evacuate to an area not considered a likely target. Protection from radioactive fallout would require taking shelter in an underground area, or in the middle of a large building.

In general, potential targets include:

- Strategic missile sites and military bases;
- Centers of government such as Washington, D.C., and state capitals;
- Important transportation and communication centers;
- Manufacturing, industrial, technology and financial centers;
- Petroleum refineries, electrical power plants and chemical plants; and
- Major ports and airfields.

Taking shelter during a nuclear attack is absolutely necessary. There are two kinds of shelters—blast and fallout.

Blast shelters offer some protection against blast pressure, initial radiation, heat and fire, but even a blast shelter could not withstand a direct hit from a nuclear detonation.

Fallout shelters do not need to be specially constructed for that purpose. They can be any protected space, provided that the walls and roof are thick and dense enough to absorb the radiation given off by fallout particles. The three protective factors of a fallout shelter are *shielding*, *distance*, and *time*.

- *Shielding.* The more heavy, dense materials—thick walls, concrete, bricks, books and earth—between you and the fallout particles the better.
- *Distance.* The more distance between you and the fallout particles the better. An underground area, such as a home or office building basement, offers more protection than the first floor of a building. A floor near the middle of a high-rise may be better, depending on what is nearby at that level on which significant fallout particles would collect. Flat roofs collect fallout particles so the top floor is not a good choice, nor is a floor adjacent to a neighboring flat roof.
- *Time.* Fallout radiation loses its intensity fairly rapidly. In time, you will be able to leave the fallout shelter. Radioactive fallout poses the greatest threat to people during the first two weeks, by which time it has declined to about 1% of its initial radiation level.

⁴ Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

Remember that any protection, however temporary, is better than none at all, and the more **shielding, distance** and **time** you can take advantage of, the better.

Electromagnetic pulse

In addition to other effects, a nuclear weapon detonated in or above the earth's atmosphere can create an electromagnetic pulse (EMP), a high-density electrical field. EMP acts like a stroke of lightning but is stronger, faster and briefer. EMP can seriously damage electronic devices connected to power sources or antennas. This includes communication systems, computers, electrical appliances, and automobile or aircraft ignition systems. The damage could range from a minor interruption to actual burnout of components. Most electronic equipment within 1,000 miles of a high-altitude nuclear detonation could be affected. Battery powered radios with short antennas generally would not be affected.

Although EMP is unlikely to harm most people, it could harm those with pacemakers or other implanted electronic devices.

WHAT TO DO BEFORE A NUCLEAR OR RADIOLOGICAL ATTACK

1. Learn the warning signals and all sources of warning used in your community. Make sure you know what the signals are, what they mean, how they will be used, and what you should do if you hear them. **AT VHS, THE SIGNAL WILL BE AN OPEN ANNOUNCEMENT OVER THE PA SYSTEM.**
2. Assemble and maintain a disaster supply kit with food, water, medications, fuel and personal items adequate for up to 2 weeks—the more the better.
3. Find out what public buildings in your community may have been designated as fallout shelters. It may have been years ago, but start there, and learn which buildings are still in use and could be designated as shelters again.
 - Call your local emergency management office.
 - Look for yellow and black fallout shelter signs on public buildings. Note: With the end of the Cold War, many of the signs have been removed from the buildings previously designated.
 - If no noticeable or official designations have been made, make your own list of potential shelters near your home, workplace and school: basements, or the windowless center area of middle floors in high-rise buildings, as well as subways and tunnels.
 - Give your household clear instructions about where fallout shelters are located and what actions to take in case of attack. **(The city of Santa Clarita has designated all high school gymnasiums, the COC gymnasium, the Community Center in Newhall and the Sports Complex as emergency shelters.)**
4. If you live in an apartment building or high-rise, talk to the manager about the safest place in the building for sheltering, and about providing for building occupants until it is safe to go out.
5. There are few public shelters in many suburban and rural areas. If you are considering building a fallout shelter at home, keep the following in mind:
 - A basement, or any underground area, is the best place to shelter from fallout. Often, few major changes are needed, especially if the structure has two or more stories and its basement—or one corner of it—is below ground.
 - Fallout shelters can be used for storage during non-emergency periods, but only store things there that can be very quickly removed. (When they are removed, dense, heavy items may be used to add to the shielding.)
 - All the items you will need for your stay need not be stocked inside the shelter itself but can be stored elsewhere, as long as you can move them quickly to the shelter.
6. Learn about your community's evacuation plans. Such plans may include evacuation routes, relocation sites, how the public will be notified and transportation options for people who do not own cars and those who have special needs.
7. Acquire other emergency preparedness booklets that you may need. See the "For More Information" chapter at the end of this guide.

WHAT TO DO DURING A NUCLEAR OR RADIOLOGICAL ATTACK

1. Do not look at the flash or fireball—it can blind you.
2. If you hear an attack warning:
 - Take cover as quickly as you can (if you are alone and outside, HEAD TO THE MAIN OR SMALL GYMNASIUM or, if you are outside with students, ESCORT YOUR STUDENTS TO THE MAIN OR SMALL GYMNASIUM), and stay there unless instructed to do otherwise. You must hurry. After receiving a warning, you have very little time to find shelter.
 - If you are caught outside, unable to get inside immediately, take cover behind anything that might offer protection. Lie flat on the ground and cover your head.
 - If you are inside, STAY INSIDE. Move as far away from windows as possible and get under as much cover as possible, e.g., desks, tables, etc. Remain in that location until you receive other instructions.
 - If the explosion is some distance away, it could take 30 seconds or more for the blast wave to hit.
3. Protect yourself from radioactive fallout. If you are close enough to see the brilliant flash of a nuclear explosion, the fallout will arrive in about 20 minutes. Take shelter, even if you are many miles from ground zero—radioactive fallout can be carried by the winds for hundreds of miles. Remember the three protective factors: *shielding*, *distance* and *time*.
4. Keep a battery-powered radio with you, and listen for official information. Follow the instructions given. Local instructions should always take precedence: officials on the ground know the local situation best.

WHAT TO DO AFTER A NUCLEAR OR RADIOLOGICAL ATTACK

1. Do not leave the shelter until officials say it is safe. Follow their instructions when leaving.
2. If in a fallout shelter, stay in your shelter until local authorities tell you it is permissible or advisable to leave. The length of your stay can range from a day or two to four weeks.
 - Contamination from a radiological dispersion device could affect a wide area, depending on the amount of conventional explosives used, the quantity of radioactive material and atmospheric conditions.
 - A “suitcase” terrorist nuclear device detonated at or near ground level would produce heavy fallout from the dirt and debris sucked up into the mushroom cloud.
 - A missile-delivered nuclear weapon from a hostile nation would probably cause an explosion many times more powerful than a suitcase bomb, and provide a greater cloud of radioactive fallout.
 - The decay rate of the radioactive fallout would be the same, making it necessary for those in the areas with highest radiation levels to remain in shelter for up to a month.
 - The heaviest fallout would be limited to the area at or downwind from the explosion, and 80% of the fallout would occur during the first 24 hours.
 - Because of these facts and the very limited number of weapons terrorists could detonate, most of the country would not be affected by fallout.
 - **People in most of the areas that would be affected could be allowed to come out of shelter and, if necessary, evacuate to unaffected areas within a few days.**
3. Although it may be difficult, make every effort to maintain sanitary conditions in your shelter space.
4. Water and food may be scarce. Use them prudently but do not impose severe rationing, especially for children, the ill or elderly.
5. Cooperate with shelter managers. Living with many people in confined space can be difficult and unpleasant.

Returning to your home

1. Keep listening to the radio for news about what to do, where to go, and places to avoid.
2. If your home was within the range of a bomb's shock wave, or you live in a high-rise or other apartment building that experienced a non-nuclear explosion, check first for any sign of collapse or damage, such as:
 - Toppling chimneys, falling bricks, collapsing walls, plaster falling from ceilings;
 - Fallen light fixtures, pictures and mirrors;
 - Broken glass from windows;
 - Overturned bookcases, wall units or other fixtures;
 - Fires from broken chimneys; and
 - Ruptured gas and electric lines.
3. Immediately clean up spilled medicines, drugs, flammable liquids, and other potentially hazardous materials.
4. Listen to your battery-powered radio for instructions and information about community services.
5. Monitor the radio and your television for information on assistance that may be provided. Local, state and federal governments and other organizations will help meet emergency needs and help you recover from damage and losses.
6. Broken water mains and fallen power lines may aggravate the danger at hand.
7. If you turned gas, water and electricity off at the main valves and switch before you went to shelter:
 - Do not turn the gas back on. The gas company will turn it back on for you or you will receive other instructions.
 - Turn the water back on at the main valve only after you know the water system is working and water is **not** contaminated.
 - Turn electricity back on at the main switch only after the gas company has checked your home for gas leaks, you know the wiring is undamaged in your home and the community electrical system is functioning.
 - Check to see that sewage lines are intact before using sanitary facilities.
8. Stay away from damaged areas.
9. Stay away from areas marked "radiation hazard" or "HAZMAT."

INCIDENT: THUNDERSTORM⁵

(For Home and Work)

Thunderstorms are very common and affect great numbers of people each year. Despite their small size in comparison to hurricanes and winter storms, all thunderstorms are dangerous. Every thunderstorm produces lightning. Other associated dangers of thunderstorms include tornadoes, strong winds, hail, and flash flooding. Flash flooding is responsible for more fatalities— more than 140 annually— than any other thunderstorm-associated hazard.

Some thunderstorms do not produce rain that reaches the ground. These are generically referred to as dry thunderstorms and are most prevalent in the western United States. Known to spawn wildfires, these storms occur when there is a large layer of dry air between the base of the cloud and the ground. The falling raindrops evaporate, but lightning can still reach the ground.

WHAT TO DO BEFORE THUNDERSTORMS APPROACH

1. Know the terms used by weather forecasters:

- Severe Thunderstorm Watch— Tells you when and where severe thunderstorms are likely to occur. Watch the sky and stay tuned to radio or television to know when warnings are issued.
- Severe Thunderstorm Warning— Issued when severe weather has been reported by spotters or indicated by radar. Warnings indicate imminent danger to life and property to those in the path of the storm.

2. Know thunderstorm facts:

- Thunderstorms may occur singly, in clusters, or in lines.
- Some of the most severe weather occurs when a single thunderstorm affects one location for an extended time.
- Thunderstorms typically produce heavy rain for a brief period, anywhere from 30 minutes to an hour.
- Warm, humid conditions are very favorable for thunderstorm development.
- A typical thunderstorm is 15 miles in diameter and lasts an average of 30 minutes.
- Of the estimated 100,000 thunderstorms each year in the United States, about 10 percent are classified as severe.
- A thunderstorm is classified as severe if it produces hail at least three-quarters of an inch in diameter, has winds of 58 miles per hour or higher, or produces a tornado.

3. Know the calculation to determine how close you are to a thunderstorm:

Count the number of seconds between a flash of lightning and the next clap of thunder. Divide this number by 5 to determine the distance to the lightning in miles.

4. Remove dead or rotting trees and branches that could fall and cause injury or damage during a severe thunderstorm.

5. When a thunderstorm approaches, secure outdoor objects that could blow away or cause damage. Shutter windows, if possible, and secure outside doors. If shutters are not available, close window blinds, shades, or curtains.

⁵ Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

INCIDENT: LIGHTNING⁶

The ingredient that defines a thunderstorm is lightning. Since lightning creates thunder, a storm producing lightning is called a thunderstorm.

Lightning occurs during all thunderstorms. Lightning results from the buildup and discharge of electrical energy between positively and negatively charged areas.

The unpredictability of lightning increases the risk to individuals and property. In the United States, an average of 300 people are injured and 80 people are killed each year by lightning. Although most lightning victims survive, people struck by lightning often report a variety of long-term, debilitating symptoms, including memory loss, attention deficits, sleep disorders, numbness, dizziness, stiffness in joints, irritability, fatigue, weakness, muscle spasms, depression, and an inability to sit for a long period of time.

When thunderstorms threaten your area, get inside a home, building or hard top automobile (**not a convertible**) and stay away from metallic objects and fixtures.

1. If you are inside a home:

- Avoid showering or bathing. Plumbing and bathroom fixtures can conduct electricity;
- Avoid using a corded telephone, except for emergencies. **Cordless and cellular telephones are safe to use;**
- Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage; and
- Use your battery-operated radio for updates from local officials (a National Oceanic and Atmospheric Administration (**NOAA**) radio is recommended).

2. If outside, with no time to reach a safe location, follow these recommendations:

- In a forest, seek shelter in a low area under a thick growth of small trees;
- In open areas, go to a low place such as a ravine or valley. Be alert for flash floods;
- Do not stand under a natural lightning rod, such as a tall, isolated tree in an open area, light or flag pole;
- Do not stand on a hilltop, in an open field, on the beach or in a boat on the water;
- Avoid isolated sheds or other small structures in open areas;
- Get away from open water. If you are boating or swimming, get to land and find shelter immediately;
- Get away from anything metal— tractors, farm equipment, motorcycles, golf carts, golf clubs and bicycles;
- Stay away from wire fences, clotheslines, metal pipes, rails and other metallic paths that could carry lightning to you from some distance away; and
- If you feel your hair stand on end (which indicates that lightning is about to strike), squat low to the ground on the balls of your feet. Place your hands over your ears and your head between your knees. Make yourself the smallest target possible and minimize your contact with the ground. **DO NOT** lie flat on the ground.

3. Remember these facts and safety tips about lightning.

Facts:

- Lightning often strikes outside of heavy rain and may occur as far as 10 miles away from any rainfall.
- Lightning-strike victims carry no electrical charge and should be attended to immediately. If breathing has stopped, begin mouth-to-mouth resuscitation. If the heart has stopped, an AED is available in the office and a trained person should administer CPR. If the victim has a pulse and is breathing, look for other possible injuries. Check for burns where the lightning entered and left the body. Be alert also for nervous system damage, broken bones, and loss of hearing or eyesight. Contact your local emergency management office or American Red Cross chapter for information on CPR and first aid classes.

⁶ Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

- “Heat lightning” is actually lightning from a thunderstorm too far away for thunder to be heard. However, the storm may be moving in your direction!
- Most lightning deaths and injuries occur when people are caught outdoors in the summer months during the afternoon and evening.
- Lightning starts many fires in the western United States and Alaska.
- Lightning can occur from cloud-to-cloud, within a cloud, cloud-to-ground, or cloud-to-air.
- Your chances of being struck by lightning are estimated to be 1 in 600,000 but could be even less by following safety tips.

Safety Tips:

- Postpone outdoor activities if thunderstorms are likely.
- Remember the 30/30 lightning safety rule: **go indoors if, after seeing lightning, you cannot count to 30 before hearing thunder and stay indoors for 30 minutes after hearing the last clap of thunder.**
- Rubber-soled shoes and rubber tires provide **NO** protection from lightning. However, the steel frame of a hard-topped vehicle provides increased protection if you are not touching metal. Although you may be injured if lightning strikes your car, you are much safer inside a vehicle than outside in the open.

EXTREME HEAT (Heat Wave)

Heat kills by pushing the human body beyond its limits. Under normal conditions, the body's internal thermostat produces perspiration that evaporates and cools the body. However, in extreme heat and high humidity, evaporation is slowed and the body must work extra hard to maintain a normal temperature.

Most heat disorders occur because the victim has been overexposed to heat or has over-exercised for his or her age and physical condition. The elderly, young children, and those who are sick or overweight are more likely to succumb to extreme heat.

Conditions that can induce heat-related illnesses include stagnant atmospheric conditions and poor air quality. Consequently, people living in urban areas may be at greater risk from the effects of a prolonged heat wave than those living in rural areas. Also, asphalt and concrete store heat longer and gradually release heat at night, which can produce higher nighttime temperatures known as the "urban heat island effect."

WHAT TO DO BEFORE AN EXTREME HEAT EMERGENCY

1. Know the terms associated with extreme heat:
 - Heat wave—Prolonged period of excessive heat, often combined with excessive humidity;
 - Heat index—A number in degrees Fahrenheit (F) that tells how hot it feels when relative humidity is added to the air temperature. Exposure to full sunshine can increase the heat index by 15 degrees;
 - Heat cramps—Muscular pains and spasms due to heavy exertion. Although heat cramps are the least severe, they are often the first signal that the body is having trouble with the heat;
 - Heat exhaustion—Typically occurs when people exercise heavily or work in a hot, humid place where body fluids are lost through heavy sweating. Blood flow to the skin increases, causing blood flow to decrease to the vital organs. This results in a form of mild shock. If not treated, the victim's condition will worsen. Body temperature will keep rising and the victim may suffer heat stroke;
 - Heat stroke—Heat stroke is life-threatening. The victim's temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result if the body is not cooled quickly; and
 - Sun stroke—another term for heat stroke.
2. Consider the following preparedness measures when faced with the possibility of extreme heat:
 - Install window air conditioners snugly, insulate if necessary;
 - Close any floor heat registers nearby and use a circulating or box fan to spread cool air;
 - Check air-conditioning ducts for proper insulation;
 - Install temporary reflectors, such as aluminum foil covered cardboard, to reflect heat back outside and be sure to weather-strip doors and sills to keep cool air in; and
 - Cover windows that receive morning or afternoon sun with drapes, shades, awnings or louvers. Outdoor awnings or louvers can reduce the heat that enters a home by up to 80 percent. Consider keeping storm windows up all year.

WHAT TO DO DURING EXTREME HEAT OR A HEAT WAVE EMERGENCY

1. Stay indoors as much as possible.
 - If air conditioning is not available, stay on the lowest floor out of the sunshine.
 - Remember that electric fans do not cool, they just blow hot air around.
2. Eat well-balanced, light and regular meals. Avoid using salt tablets unless directed to do so by a physician.
3. Drink plenty of water regularly even if you do not feel thirsty.

Persons who have epilepsy or heart, kidney, or liver disease, are on fluid-restrictive diets, or have a problem with fluid retention should consult a doctor before increasing liquid intake.

4. Limit intake of alcoholic beverages. Although most sodas, beer and other alcoholic beverages appear to satisfy thirst, they actually cause further body dehydration.
5. Never leave children or pets alone in closed vehicles.
6. Dress in loose fitting clothes that cover as much skin as possible.
Lightweight, light-colored clothing reflects heat and sunlight and helps maintain normal body temperature.
7. Protect face and head by wearing a wide-brimmed hat.
8. Avoid too much sunshine.
Sunburn slows the skin's ability to cool itself. Use a sunscreen lotion with a high SPF (sun protection factor) rating (i.e., 15 or greater).
9. Avoid strenuous work during the warmest part of the day. Use a buddy system when working in extreme heat and take frequent breaks.
10. Spend at least two hours per day in an air-conditioned place. If your home is not air conditioned, consider spending the warmest part of the day in public buildings such as libraries, schools, movie theaters, shopping malls and other community facilities.
11. Check on family, friends, and neighbors who do not have air conditioning and who spend much of their time alone.

First-aid for heat-induced illnesses

1. Sunburn

- *Symptoms:* Skin redness and pain, possible swelling, blisters, fever, headaches.
- *First Aid:* Take a shower, using soap, to remove oils that may block pores, preventing the body from cooling naturally. If blisters occur, apply dry, sterile dressings and get medical attention.

2. Heat cramps

- *Symptoms:* Painful spasms, usually in leg and abdominal muscles. Heavy sweating.
- *First Aid:* Get the victim out to a cooler location. Lightly stretch and gently massage affected muscles to relieve spasm. Give sips of up to a half glass of cool water every 15 minutes. Do not give liquids with caffeine or alcohol. If nauseous, discontinue liquids.

3. Heat exhaustion

- *Symptoms:* Heavy sweating and skin may be cool, pale or flushed. Weak pulse. Normal body temperature is possible but temperature will likely rise. Fainting or dizziness, nausea or vomiting, exhaustion and headaches are possible.
- *First Aid:* Get victim to lie down in a cool place. Loosen or remove clothing. Apply cool, wet cloths. Fan or move victim to air-conditioned place. Give sips of water if victim is conscious. Be sure water is consumed slowly. Give half glass of cool water every 15 minutes. If nausea occurs, discontinue. If vomiting occurs, seek immediate medical attention.

4. Heat stroke (sun stroke)

- *Symptoms:* High body temperature (105+). Hot, red, dry skin. Rapid, weak pulse; and rapid, shallow breathing. Possible unconsciousness. Victim will likely not sweat unless victim was sweating from recent strenuous activity.
- *First Aid:* Heat stroke is a severe medical emergency. Call 911 or emergency medical services or get the victim to a hospital immediately. Delay can be fatal. Move victim to a cooler environment. Remove clothing. Try a cool bath, sponging or wet sheet to reduce body temperature. Watch for breathing problems. Use extreme caution. Use fans and air conditioners.

INCIDENT: HAZMAT (Hazard Materials)

- Immediately after a HAZMAT condition has been reported to an administrator, the administrator will call either the fire department or the Sheriff's Station and insist that one of their personnel report to the school ASAP to confirm the call. If the school deputy is available, s/he may confirm the call.
- After a proper authority has confirmed the call, the principal will conduct a meeting with selected members of the Crisis Team. The purpose of the meeting will be to 1) define the situation, 2) discuss possible solutions/actions, 3) define the plan of action, and 4) execute the plan.
- The principal will contact the district superintendent and apprise him/her of the situation.
- If the administration is instructed to evacuate the school premises, the plan of action must include the manner of dismissal, i.e., all at once, by building(s), or etc., the route(s) that will be used, and the designated assembly area.
- Communications will remain a high priority during the entire situation. The Crisis Team must also insure that appropriate information is being disseminated effectively, and supervision of all personnel is being conducted responsibly.
- The administrator in charge will activate the Recording Team and instruct its selected members to record all occurrences, decisions, and results chronologically.

INCIDENT: BULLYING

“Bullying is commonly defined as intentional, repeated hurtful acts, words or other behavior, such as name-calling, threatening and/or shunning committed by one or more children against another. These negative acts are not intentionally provoked by the victims, and for such acts to be defined as bullying, an imbalance in real or perceived power must exist between the bully and the victim.”⁷ There are many forms of bullying: physical, psychological, emotional, sexual, cyber, etc. Acts of bullying may include pushing, punching, tripping, name-calling, rejecting, terrorizing, extorting, humiliating, sexual harassment, sexual assault, electronically communicating insults, threats, or suggestions that others mistreat a target, and the list goes on.

At the minimum, bullying involves an aggressor and a target. It is immediately clear how the target is hurt. However, the aggressor is also hurt in this action. The target will suffer some form of pain from the action, which most often will transition to anger. Also, the target experiences fear and doesn't feel safe in the school environment. Those feelings will affect the target's ability to perform at his/her best in academics. The aggressor is often affected by reputation of being someone who is mean and insensitive. This will limit the aggressor's social contacts and stain his/her character by being a person, who mistreats others at will.

ADDRESSING THE PROBLEM

According to the federal Department of Education pamphlet, Preventing Bullying: A Manual for Schools and Communities, it takes the collective effort of administrators, teachers, counselors, students and parents to effectively address and prevent bullying. This pamphlet shares that the Center for the Study and Prevention of Violence uses the model of researcher, Dan Olweus. Mr. Olweus' model includes school-level interventions, classroom activities, individual interventions, and community activities. Other good sources of information are WiredKids, Inc. and the research and publications by Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D.

When an incident of bullying is reported or observed, the incident is to be thoroughly investigated.⁸ If needed, the resource deputy will be consulted and possibly brought in to handle the incident. Upon completion of the investigation of the incident, the appropriate action is to occur for both the target and the aggressor. Parents of both parties are to be contacted and notified of their child's part in the incident, as well as the actions taken to address their child's part in the incident.

A growing form of bullying is cyberbullying. “Cyberbullying’ is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital

⁷ United States of America Department of Education. *Preventing Bullying: A Manual for Schools and Communities. Pamphlet: 1.*

⁸ Sameer Hinduja and Justin W. Patchin. *Preventing Cyberbullying: Top Ten Tips for Educators.* Internet: www.cyberbullying.us 2009.

technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. Once adults become involved, it is plain and simple cyber-harassment or cyberstalking. Adult cyber-harassment or cyberstalking is NEVER called cyberbullying.”⁹

When cyberbullying is reported, inform the target to keep all of the evidence.¹⁰ Refer the student (target) to the Assistant Principals’ office. After receiving the facts of the cyberbullying, the administrator will investigate the claim. The administrator may consult with the resource deputy to determine if any laws have been violated. Based on the extent of harm committed, the administrator will assign a consequence that is commensurate with the cyberbullying offense.¹¹ The administrator will contact parents of both parties (target and aggressor), and inform them of the incident and any consequences assigned.

INCIDENT: MEDICAL EMERGENCY

Pursuant to Administrative Regulation 5141.21(a) (see appendix A), should a medical emergency occur involving a student, the Health Assistant will contact the student’s parent/guardian as soon as is practicable. The names of and the phone numbers for parents/guardians are readily available in the STU and PHONE files in Infinite Campus. Contacting the parents/guardians will be done by the telephone.

By state education law, students may not carry medications with them while attending school. However, under special circumstances when school attendance is contingent upon uninterrupted medication necessitating a dose during the school day, and when the physician having responsibility for the medical care of the child makes a specific recommendation, an exception may be made. In such a case the following procedures must be followed:

1. Submit a **Request for Medication** form or a **Self-Administration Medication** form, if applicable, with both parent and physician signature authorizing the:
 - A. method,
 - B. amount, and
 - C. time schedules the specified medication is to be taken.
2. Assure that each medication is:
 - A. in its original container,
 - B. clearly labeled, with
 - i. the pupil’s full name,
 - ii. the physician’s name and phone number,
 - iii. the name of the medication,
 - iv. dosage,
 - v. schedule, and
 - vi. date of expiration of this prescription.
3. The school needs to be informed when any medication change is made. This includes a change in the type or nature of medication, as well as a change in the dosage of medication.

Parents are responsible to coordinate having medications at school with the school’s health assistant. The health assistant will record the student’s medical condition and medication(s) prescribed to manage the condition. If a student must carry any medical equipment with them while at school, the parent/guardian must inform the health assistant and/or district school nurse. The health assistant will also record this in the student’s SASIxp health record.

⁹ WiredKids, Inc. *STOP Cyberbullying*. Internet: www.stopcyberbullying.org 2009.

¹⁰ Sameer Hinduja and Justin W. Patchin. *Preventing Cyberbullying: Top Ten Tips for Educators*. Internet: www.cyberbullying.us 2009.

¹¹ Sameer Hinduja and Justin W. Patchin. *Preventing Cyberbullying: Top Ten Tips for Educators*. Internet: www.cyberbullying.us 2009.

Parents are responsible to inform the health assistant and/or district nurse of any long term or permanent, high-risk medical condition, e.g. diabetes, severe allergies, heart conditions, etc. The health assistant is responsible to record and monitor individual health care plans, formulated by the district nurse, for students with high-risk medical conditions. The individual health care plan for a high-risk medical condition must include, but is not limited to:

1. a detailed outline of all medical needs of the student such as:
 - A. blood glucose testing,
 - B. emergency medications/injections,
 - C. oral medications,
 - D. as well as what medications will be taken during school hours.
2. The student's individual health care plan will also specify **who will have access to** and **who will make sure** there are emergency medical supplies available at school to deal with a low and high blood-sugar crisis.

The health assistant is responsible to communicate all students' recorded medical conditions to the necessary school employees through a confidential health list or if necessary an individual health care plan. The communication will include but is not limited to:

1. who the student is,
2. what medical condition the student has,
3. what the signs and symptoms are and how it is to be treated,
4. what actions the school personnel are to take if a medical problem occurs in their presence with a specific student, and
5. what, if any, medical equipment and/or emergency medications the student will be carrying with them while at school.

The district nurse is responsible to formulate an individual health care plan for students with diabetes, severe allergies, heart condition, etc. and communicate this plan to the health assistant.

In-service training with regards to proper use of emergency medications as well as equipment is to be provided to the health assistant and to volunteer school personnel by the district nurses.

Health Care Plan For: SEIZURE DISORDER (Grand-Mal/Generalized Tonic-Clonic)

Description: Seizures are brief malfunctions in the brain's electrical system. The manifestations of seizures are determined by the site of origin and may include unconsciousness or altered consciousness, involuntary movements, and changes in perception, behavior, sensations, and posture. During a seizure there is usually rigidity, followed by involuntary jerking of the body. Breathing is shallow, followed by louder breathing in the relaxed stage. Saliva around the mouth may be blood-flecked from a bitten lip or tongue. A child may lose bladder or bowel control. A seizure may last about 1-3 minutes or longer, followed by fatigue and confusion.

Signs/Symptoms to Watch For:

1. Abrupt arrest of activity, characterized by involuntary jerking movements and loss of posture control.
 2. Pale or ashen skin color.
 3. Eyes may deviate from center position. Eyes may roll back in head or move from side to side.
 4. Possible loss of bladder or bowel control.
 5. Drooling, lip-smacking or teeth grinding and/or clenching.
-

Intervention:

1. *****CALL 911*** NOTIFY PARENT AND DISTRICT NURSE**
 2. Ease child to the floor, clear area of hazards, and place soft item under the head. Loosen any restrictive clothing.
 3. **Place child in side-lying position to maintain an open airway, especially in the event that vomiting occurs.**
 4. Document onset of seizure activity and duration of seizure. Stay with student until seizure stops and the student is awake and alert.
 5. **Do not attempt to restrain student during seizure activity. Do not put anything in the student's mouth. Do not try to hold the tongue. Do not give fluids or food.**
-

Name of Student with a Seizure Disorder:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Name: _____ Site: _____

DOB: _____ Grade: _____ Reg. Ed: Spec Ed:

Parent/Guardian: _____

Address: _____ Phone: _____

Emergency Name: _____ Phone: _____

Physician Name: _____ Phone: _____

Health History and Diagnosis: DIABETES (INSULIN DEPENDENT)

Health Care Plan For: HYPERGLYCEMIA (HIGH BLOOD SUGAR)

Description: Hyperglycemia or high blood sugar is defined by blood glucose readings that are usually above 200mg/dl. Hyperglycemia may be caused by too little insulin, failure to follow diet, an infection, a fever, or emotional stress. Hyperglycemia has a slow onset and if left untreated may progress to diabetic coma. Student has an INSULIN PUMP that has a small catheter, which carries the insulin from the pump directly to his/her bloodstream. The student controls the amount of insulin delivered to him/her throughout the day.

Medication: Insulin Pump.

Signs/Symptoms to Watch For:

1. Extreme thirst and frequent urination.
2. Dry, hot and flushed skin.
3. Lethargy. May have changes in vision.
4. Nausea and vomiting. May have fruity breath odor.
5. **SERIOUS SYMPTOMS:** Deep, rapid breathing. Stupor. Unconsciousness.

Intervention:

1. Student to notify Health Assistant of **high blood glucose levels.**
2. Notify Parent of **high blood glucose levels.**
3. Give plenty of water if student is alert and is able to swallow.
4. Allow student to self-administer insulin per physician orders. Parent will be required to come to school site to administer insulin in the absence of Physician orders
5. Recheck blood glucose levels every 15-20 minutes or until levels return to normal range for student. Report blood glucose levels to Health Assistant.
6. **IF STUDENT BECOMES UNCONSCIOUS, ***CALL 911 IMMEDIATELY*****

IF THE STUDENT DOES NOT HAVE AN INSULIN PUMP, DISREGARD THE PARTS OF THE PLAN THAT INDICATE A PUMP. DO NOT ALLOW A STUDENT TO ADMINISTER INSULIN UNLESS PHYSICIAN'S ORDERS ARE ON FILE.

Health Care Plan For: HYPOGLYCEMIA (LOW BLOOD SUGAR)

Description: Hypoglycemia or low blood sugar is defined by blood glucose readings that are 70mg/dl or below. Hypoglycemia may be caused by too much insulin, missing a meal, not eating enough food or by strenuous exercise or activity. Hypoglycemia can come on suddenly and the symptoms may be dependent on how low the blood sugar is or how fast the blood sugar level dropped.

Student has an INSULIN PUMP that has a small catheter, which carries the insulin from the pump directly to his/her bloodstream. The student controls the amount of insulin delivered to him/her throughout the day.

Medication: Insulin Pump.

Signs/Symptoms to Watch For:

1. Weakness, drowsiness, dizziness.
 2. Sweating, shaking, nervousness, rapid heart beat.
 3. Intense hunger, stomachache, headache.
 4. Confused, disoriented, inattentive, personality changes.
 5. Agitated or combative.
-

Intervention: Student to notify Health Assistant of Low Blood Glucose levels.

1. Administer pure glucose: Fruit Juice, 2-4 Glucose Tablets, or Glucose Gel.
 2. Recheck glucose level in 15-20 minutes. **If blood glucose remains at 70 or below: Give Juice or 2-4 glucose tablets.**
 3. Notify Parent/ Legal Guardian.
 4. Monitor vital signs and symptoms.
 5. Reassure student and keep student comfortable. **IF STUDENT LOSES CONSCIOUSNESS, ***CALL 911*** GLUCAGON MAY ONLY BE ADMINISTERED TO THOSE STUDENTS WHOSE PHYSICIANS HAVE ORDERED THE MEDICATION. CONSIDER DIABETIC STUDENTS WHO ARE UNCONSCIOUS TO HAVE LOW BLOOD SUGAR UNLESS OTHERWISE DETERMINED BY GLUCOSE TESTING. DO NOT ADMINISTER INSULIN.**
-

Health Care Plan For: EMERGENCY GLUCAGON INJECTION FOR EXTREME HYPOGLYCEMIA.

Description: A Glucagon injection is administered to a known diabetic to rapidly raise blood sugar levels in cases of extreme hypoglycemia. Glucagon is a natural hormone that stimulates the liver to release stored sugar in cases of extreme hypoglycemia. Hypoglycemia means “low blood sugar”. This term is used when the sugar in the bloodstream falls below normal (usually below 70mg/dl) or the low baseline for the student. Hypoglycemia may be caused by, not enough food or a delayed meal, too much exercise, too large a dose of insulin, stress, or illness.

Medication: Glucagon

IF THE STUDENT DOES NOT HAVE AN INSULIN PUMP, DISREGARD THE PARTS OF THE PLAN THAT INDICATE A PUMP.

Signs/Symptoms to Watch For:

1. Altered level of consciousness, faintness, or personality changes.
2. Pale appearance with dazed look and glassy eyes. The skin will be pale, cool and moist.
3. Blurred or double vision.
4. Disoriented and confused with poor coordination.
5. Restless, irritable, and combative. Student may present as shaky, nervous, and/or unable to concentrate.

Intervention:

1. ***CALL 911***
2. Place student in a side-lying position to ensure drainage of secretions or vomitus. ONLY ADMINISTER GLUCAGON INJECTION IF PHYSICIAN'S ORDERS ARE IN PLACE. Steps for administration: 1. Remove saline filled syringe from box. 2. Remove vial of Glucagon powder from box and flip top off of vial. 3. Uncap needle of syringe and inject all fluid into the vial. 4. Place cap back onto needle of syringe. 5. Roll vial between hands until powder is all dissolved. 6. Uncap needle of syringe and poke it back into the vial. 7. Holding vial upside down pull back on the plunger allowing medication to fill up syringe. 8. Holding syringe with needle up, push medication up to the top with the plunger until it barely squirts out of the needle. 9. If an alcohol swab is available, clean injection site (front mid-thigh area) and inject medication. 10. Document time of administration.
3. Remain with student and monitor vital signs and symptoms.
4. Notify Parent.
5. Notify District Nurse.

The health clerk or administrative personnel will notify paramedics and parent of the situation. The parent will meet the student at the hospital. Parents give permission to transport student to an emergency facility per paramedic unit (911) and will assume all financial responsibility if necessary.

FIELD TRIPS: Parents are responsible for making arrangements to meet the special needs of their student, including providing extra drinks and snacks, blood glucose testing, insulin administration, and emergency administration of Glucagon, for all field trips. In the absence of a parent, legal guardian or an adult trained in the administration of Glucagon, Emergency Medical Response (911) would be called in the event of a severe hypoglycemic episode.

Signature/Title	Signature/Title
Signature/Title	Signature/Title
Signature/Title	Signature/Title

Please sign and return to the health office.

This care plan will continue to stay in effect pending any written communication from parent/guardian to District Nurse. Therefore any updates of medical condition changes are parent/guardian responsibility.

Date: _____ **Student's Name:** _____ **School:** _____

Health Care Plan For: VENTRICULOPERITONEAL (VP) SHUNT MALFUNCTION

Description: A V-P Shunt is for control of hydrocephalus. Hydrocephalus is a condition characterized by abnormal accumulation of cerebral spinal fluid with in the skull. V-.P Shunts are all subject to mechanical difficulties, such as kinking, plugging, or migration of tubing. Malfunction is most often caused by mechanical obstruction. In some instances, a shunt will malfunction as a result of infection.

Signs/Symptoms to Watch For:

1. Intense headache.
2. Vomiting (may be projectile).
3. Altered level of consciousness.
4. Unusually sleepy or irritable.
5. Student may complain of pain or stiffness in neck area.
6. Possibility of increased temperature.
7. Eyelids will be puffy and swollen.
8. Decreased academic functioning.
9. Dilated or unequal pupils.

Intervention:

1. **CALL 911**
2. Notify Parent.
3. Notify District Nurse.
4. **KEEP STUDENT IN AN UPRIGHT POSITION. DO NOT GIVE FLUIDS OR FOOD.**
5. Monitor vital signs and symptoms. Reassure student and keep student comfortable.

DO NOT ATTEMPT TO MANIPULATE THE SHUNT, SUCH AS PUMPING OR APPLYING PRESSURE.

Health Care Plan For:

SEVERE ALLERGIC (ANAPHYLACTIC) REACTION.

Description: **Anaphylactic reaction is a generalized systemic reaction, which may be life-threatening, resulting from the administration of foreign substances or drugs, from the digestion of foods, or from the sting of an insect.**

Medication: **EPI-PEN**

Signs/Symptoms to Watch For:

1. Student may have itchy or scratchy feeling in throat and /or ears. Whites of eyes may be reddened. Eyes may show signs of swelling.
2. **Coughing, wheezing, and difficulty breathing. May use chest and neck muscles to assist with breathing. May have flaring of nostrils.**
3. Drooling or difficulty swallowing (unable to swallow normally). Hoarse voice or change in voice.
4. May have facial pallor or blueness around the mouth.
5. Student may become apprehensive, withdrawn or not be able to verbalize what is happening. **May lose consciousness.**

Intervention:

1. *****CALL 911 IMMEDIATELY*****
2. **Administer EPI-PEN: Remove Epi-Pen from plastic container. Pull off gray safety cap. Place black tip of Epi-Pen on lateral thigh area and push hard. Hold Epi-Pen in place for 10 seconds. Document time Epi-Pen was administered.**
3. If **Second Epi-Pen** has been prescribed and student has shown little relief from above stated symptoms, administer second Epi-Pen.
4. Insure an adequate airway. Perform **CPR** if needed.
5. Monitor vital signs and symptoms. Reassure student and keep student comfortable.
6. Notify Parent or Legal Guardian. Notify District Nurse.

STUDENT MUST ALWAYS BE TRANSPORTED TO THE HOSPITAL

Name of Student with Epi-Pen & Allergy:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

EMERGENCY GUIDELINES FOR INDIVIDUALS WITH DISABILITIES

Definition of Terms

Disabled—refers to a temporary or permanent disability that would delay or impede the ability of an individual to evacuate a building in an emergency (such as, but not limited to, individuals requiring the use of a wheelchair, cane, crutches, prosthetic device, or those with sensory impairments).

Areas of Rescue Assistance—an area which has direct access to an exit, where people who are unable to use stairs may remain temporarily in safety to await further instruction or assistance during emergency evacuation.

Actions to Take Prior to Emergency Situations

Organize Evacuation Committee for the Disable—identify your school team charged with developing your site-specific emergency evacuation plan for students, employees, and/or visitors with disabilities. This team must include at least one building administrator. Other suggested team members include:

- Employees with disabilities;
- Students with disabilities and/or their parents; and
- Staff members trained and/or experienced in working with individuals with disabilities such as:
 - School nurse;
 - Physical therapist;
 - Special education teacher; and
 - Guidance counselor;
- Teachers;
- Clerical staff members;
- Students (secondary schools);
- Building service workers; and
- Any staff members trained as an EMT or firefighter.

Establish Plan for Safe Evacuation of All Disabled Individuals—this team will devise a plan to safely and effectively evacuate all disabled individuals and escort/transport these individuals to the designated Assembly Area.

Actions to Take During Emergency Situations

When safe, those in charge will evacuate all individuals with disabilities from the buildings and insure their safe arrival at the designated Assembly Area. Upon arrival at the Assembly Area, those in charge will complete and forward the standard reporting form (Accountability Report Form) to the Command Center. Those in charge will stay with the disabled individuals attending to their needs and keep the Command Center updated of any changes in the personnel or status of any individual with a disability.

ROOM # _____
TEACHER _____

ACCOUNTABILITY REPORT FORM

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

STATUS OF STUDENTS

- ALL accounted for
- Injuries
- Immediate help needed: Where _____

Was a Student(s)/Adult(s) left behind in your classroom: ___Yes ___No

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

Is the student/adult injured: ___Yes ___No

Type of Injury: _____

Additional Information: _____

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

Time received by ICP _____

ROOM # _____
TEACHER _____

ACCOUNTABILITY REPORT FORM

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

STATUS OF STUDENTS

- ALL accounted for
- Injuries
- Immediate help needed: Where _____

Was a Student(s)/Adult(s) left behind in your classroom: ___Yes ___No

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

Is the student/adult injured: ___Yes ___No

Type of Injury: _____

Additional Information: _____

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

Time received by ICP _____

VALENCIA HIGH SCHOOL
LEARNING FOR LIFE

RECORD OF STUDENT RELEASE

STUDENT	NAME/RELATION/SIGNATURE OF PERSON EMPLOYEE	DATE	INTL
	TO WHOM STUDENT WAS RELEASED	TIME OF RELEASE	INITIALS

SITE STATUS REPORT - COMMAND CENTER (CC) MESSAGE FORMs

TO: Administrative Center CP FROM: (name) _____

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

Incident Commander: _____

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

EMPLOYEE/STUDENT STATUS

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

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

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

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

Valencia High School

DISASTER SERVICE WORKER REGISTRATION FORM
Convergent Volunteer Assignments

Date(s) _____ - _____

Volunteer Name	Time: in/out	Position(s)/Task(s)/Miscellaneous notes
1. _____	____ / ____	_____
_____		_____
_____		_____
2. _____	____ / ____	_____
_____		_____
_____		_____
3. _____	____ / ____	_____
_____		_____
_____		_____
4. _____	____ / ____	_____
_____		_____
_____		_____
5. _____	____ / ____	_____
_____		_____
_____		_____
6. _____	____ / ____	_____
_____		_____
_____		_____
7. _____	____ / ____	_____
_____		_____
_____		_____
8. _____	____ / ____	_____
_____		_____
_____		_____

Suspension and Expulsion Policies

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

Students BP 5144.1(a)

SUSPENSION AND INVOLUNTARY TRANSFER BACK TO THE DISTRICT OF RESIDENCE /DUE PROCESS

Suspensions

In order to maintain an educational environment that promotes learning and protects the health, safety and welfare of all students and staff, WSHUHSD requires students of WSHUHSD programs and activities to face discipline for misconduct.

Grounds for Suspension

Grounds for suspension shall conform to the acts enumerated in Education Code Sections 48900, 48900.2, 48900.3, 48900.4., and 48900.7.

Descriptions of the acts shall be provided in the WSHUHSD Annual Notification.

Suspension from a Classroom/Out of Class Referrals

1. A teacher may suspend a student from class for any of the misconduct listed in WSHUHSD Policy, for the day of the misconduct and the day after.
2. The teacher will immediately report the classroom suspension to the site administrator and ensure that the student is under appropriate supervision.
3. As soon as possible, the teacher will request a parent/guardian conference to discuss the suspension. If practicable, a school counselor or school psychologist will also attend. The site administrator shall attend if the teacher or the parent/guardian so requests. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law.
4. The student, who is suspended from a classroom, will not be placed in another class during the period of suspension. However, if the student is assigned to more than one class per day taught by a teacher other than the suspending teacher, the student is entitled to attend the remainder of the day's classes.

Suspension from School

1. A site administrator or designee may suspend a student from school for up to five (5) consecutive school days for misconduct listed in WSHUHSD Policy. A special needs student is subject to the same grounds for suspension that apply to students without disabilities except as provided below.
2. The site administrator or designee will first hold an informal conference with the student and, if possible, the teacher or WSHUHSD staff member who referred the student for suspension. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given an opportunity to present his or her version and evidence in his or her defense.
 - a. This conference may be postponed if the principal determines that an emergency situation exists that constitutes a clear and present danger to the life, safety, or health of students or WSHUHSD staff.

(1) If a student is suspended without a conference, the parent/ guardian and student will be notified of the right to a conference and the student's right to return to campus for the conference.

(2) The conference should be held within two (2) school days of the suspension, unless the student is physically unable to attend (for example, hospitalized or incarcerated). If the student is physically unable to attend, the conference should be held as soon as the student is able to attend.

3. A WSHUHSD staff member will immediately notify the parent/guardian of the student of the suspension in person or by telephone. This notice will be followed by notification in writing.

4. The parent/guardian of any pupil shall respond without delay to any request from WSHUHSD staff to attend a conference regarding his or her child's behavior. Failure of the parent/guardian to attend shall not be held against the student in the form of penalties or withholding reinstatement.

5. After a student is suspended, the site administrator/designee and, where possible, the teacher, may meet with the parent/guardian of the student to discuss the misconduct, length of suspension, school policy, and any other related matters.

6. A student may be suspended up to twenty (20) school days per school year, or thirty (30) school days if the student enrolls in or transfers to another school. The school may count suspensions from the former school district toward the maximum number of days for the year.

7. WSHUHSD staff must monitor the number of days, including portions of days, in which a special needs student has been suspended during the school year. After ten (10) days of suspension in a school year, a special needs student is entitled to services. For additional removals that do not constitute a change in placement as defined by 34

CFR 300.536, the school administrator along with the student's teacher shall determine the services provided. For additional removals that do constitute a change in placement, services are to be determined by the IEP team. Within ten (10) business days after removing a student for more than ten (10) school days in a school year or commencing a removal that constitutes a change in placement, staff shall implement a behavioral intervention plan in accordance with 34 CFR 300.524. Removals that constitute a change in placement require a manifestation determination review before the removal can be made.

8. If the student does not pose an imminent danger or threat to the campus, students, or WSHUHSD staff, the student may attend a supervised classroom throughout the suspension.

a. WSHUHSD staff member must notify the student's parent/guardian of this placement by phone or in person. If the placement is longer than one class period a written notification shall also be provided.

b. The classroom shall be appropriately staffed. Student should have access to counseling services, and the classroom should promote the completion of schoolwork and tests missed by the student.

c. The teacher of any class from which the student is suspended shall provide all assignments and tests that the pupil will miss while suspended. (*WSHUHSD: Adopted 11/24/1998; Policy 7420 Revised and Renumbered 01/19/2010*)

Involuntary Transfers

Involuntary transfer back to the district of residence of students enrolled in WSHUHSD schools may be used to promote the positive social adjustment of a particular student and to promote school safety for all students.

When possible, staff should work with the student and the family to seek a voluntary transfer that is in the best interest of the student and the school. Involuntary transfers should generally be made only when other interventions fail to bring about student improvement, except for expellable offenses.

For those students under IDEA or Section 504, the manifestation determination process will be utilized to determine if the WSHUHSD program is the Least Restrictive Environment or if additional Behavioral Assessments and Behavior Intervention Plan is required.

Grounds for Involuntary Transfer back to the District of Residence

1. The student commits an act of misconduct enumerated in Education Code Sections 48900, 48900.2, 48900.3, 48900.4, and 48900.7.
2. Students who commit a mandatory expellable offense enumerated in Education Code Section 48915(c).
3. The student is habitually truant or absent and the interventions specified in Policy have failed to bring about student improvement.
4. For students attending a specialized WSHUHSD school, additional grounds for involuntary transfer include failure to pass arts probation, behavior probation, or academic probation.

Process

1. A decision to involuntarily transfer a student shall be made within ten (10) days after it is determined that grounds for transfer exist.
2. Prior to an involuntary transfer, the student and parent/guardian shall be given written notice that they may attend a meeting with the principal or designee.

At the meeting, the student and parent/guardian shall be informed of the specific facts and reasons for the proposed transfer. The student and parent/guardian shall have the opportunity to inspect all documents relied upon, question any evidence presented, and present evidence on the student's behalf. The student may designate one or more representatives and witnesses to be present with him/her at the meeting.

3. The decision to involuntary transfer shall be made by the principal.
4. Written notice of the decision, stating the facts and reasons for the transfer, shall be sent to the student and parent/guardian. The notice shall include to where the student will be released, either the district of residence or, if the student qualifies, another WSHUHSD program. The student's district of residence shall be sent a copy of the decision.
5. For students identified as needing special education and related services under the Individuals with Disabilities Education Act (IDEA), and Section 504, or for students for whom the school had prior knowledge that the student may qualify for special education and related services, the following concerns must be addressed before an involuntary transfer can be rendered:

- a. Convene an IEP team to conduct a manifestation determination review in accordance with SELPA guidelines.

b. If it is determined that the behavior is a manifestation of the student's disability, the student shall be returned to the placement from which he/she was removed, unless the IEP team agrees to a change of placement. The IEP team shall also conduct a functional behavioral assessment, unless one has already been conducted and shall behavior intervention plan has already been developed, the IEP team shall review the plan and modify it as necessary to address the behavior.

c. If it is determined that the behavior is not a manifestation of the student's disability, the student may be transferred in accordance with the procedures for students without disabilities. For transfers within WSHUHSD, the IEP team shall ensure a free appropriate education is provided in the subsequent placement.

Appeal

1. Appeal to WSHUHSD's Assistant Superintendent, Educational Programs or designee.

a. The student or parent/guardian may appeal an involuntary transfer decision within ten (10) school days to the Assistant Superintendent, Educational Programs or designee.

b. The director will convene an impartial panel to review the decision of the principal.

The panel shall be comprised of three members, all of whom are not employed at the site from which the student was removed.

The panel shall meet with the parent and staff from the school to review the specific facts and reasons for the proposed transfer, the student's record, and all documents considered during the involuntary transfer meeting.

c. The panel shall determine whether appropriate procedures were followed and whether the evidence supports the findings made by the principal in rendering the decision. The panel may consider new evidence if such evidence could not have been produced at the involuntary transfer meeting with reasonable diligence.

d. Each appeal panel member has a single vote. A vote of at least two out of three panel members constitutes adoption of the recommendation to either: 1) uphold the principal's decision in whole; 2) revise and require specific conditions for the student that is allowed to remain at the school; or 3) reverse the decision.

The decision letter must be prepared with the signatures of all three (3) appeal panel members regardless of each individual member's decision. The signed decision letter will be given to the parent and the principal.

2. Appeal to the County Board

The Los Angeles County Board of Education (County Board) has appellate authority to determine whether a student should be involuntarily transferred from a WSHUHSD program to the student's district of residence.

a. Parent/guardian of a student involuntarily transferred from any WSHUHSD program to the student's district of residence may appeal the decision of the Assistant Superintendent, Educational Programs or designee to the County Board.

This process will be confidential to the extent possible.

b. Appeal Policy

(1) Statement of Intent

It is the desire of the County Board that all appeal proceedings be completed as quickly as possible, consistent with giving the parties a fair opportunity to prepare and present their cases.

The County Board believes that through a degree of informality in an appeal proceeding, burdens on all concerned and the amount of time required can be significantly reduced without prejudice to the rights of the parties. The parties should recognize that this is not possible without their fullest cooperation, and the County Board expects all parties to conduct themselves with this in mind.

(2) County Board Hearing

The hearings before the County Board will be held in closed session unless the parent/guardian requests an open session hearing at least five (5) calendar days before the hearing. Even with an open session appeal hearing, the County Board may deliberate its decision in closed session. During a closed session, for the purpose of deliberation, the County Board may exclude any or all persons except that if one party is present, the other party has the right to be present at the same time.

The parent/guardian may bring advocates or counsel to the appeal hearing.

In ruling on matters of procedure and questions of law, the County Board may consult with the County Office's legal adviser.

The County Board's decision on the appeal shall be final and binding upon the student, and upon the school. The parent/guardian and the school will be notified of the County Board's decision in writing by personal delivery or certified mail. The order shall become final when rendered.

c. Appeal Procedures

(1) Initiating an Appeal

An appeal of an involuntary transfer shall be filed with the WSHUHSD Educational Programs, in writing and utilizing a Notice of Appeal form. The Notice of Appeal form shall state why the parent/guardian feels the decision of the school should be reversed. The parent/guardian may amend the Notice of Appeal up to five (5) school days prior to the hearing before the County Board.

(2) Deadline to File

In order to be timely, an appeal form must be received by WSHUHSD Educational Programs within fifteen (15) calendar days of the decision of the school to involuntarily transfer the student to the district of residence. Delivery of the appeal form shall be made in person or by U.S. mail. The office address is Los Angeles County Office of Education, WSHUHSD Educational Programs, 9300 Imperial Highway, Downey, California 90242-2890. Forms mailed and postmarked but not actually received within fifteen (15) calendar days will not be accepted.

(3) Written Briefs/Arguments.

The parent/guardian may submit a written argument or appeal brief, limited to ten (10) pages or less, which must be received at least five (5) school days prior to the date set for the hearing before the County Board.

Upon receipt, staff shall serve a copy of the written argument or brief upon the school.

The school may submit a written argument or brief, limited to ten (10) pages or less, which must be received at least five (5) school days prior to the date set for the hearing before the County Board. The school shall also simultaneously serve a copy of its written argument or brief upon the parent/guardian.

(4) Hearing Procedures

Upon hearing the appeal of the involuntary transfer, the County Board shall render a decision within ten (10) school days. All parties will be notified in writing of the date, time, and place of the hearing and its procedures.

The administrative hearing proceeds as follows:

(a) The County Board President opens the hearing, identifies all participants, and addresses procedural matters.

(b) Parties may make an opening statement of up to five (5) minutes to the County Board as follows:

- (i) Parent/guardian's opening argument
- (ii) School's rebuttal argument
- (iii) Parent/guardian's rebuttal/closing argument

(c) County Board members will direct questions to the parties.

(d) Upon completion of a hearing, the County Board President declares the hearing closed.

(e) The County Board will render a decision within ten (10) school days.

(f) All documents submitted to the WSHUHSD Educational Programs shall be sent to the parent/guardian and the school.

d. Postponement of Hearing

The parent/guardian may request a postponement of the County Board hearing. Such request shall be filed in writing no less than five (5) calendar days prior to the date of the hearing with the Los Angeles County Office of Education, WSHUHSD Educational Programs, 9300 Imperial Highway, Downey, California 90242- 2890. The request may be granted by mutual agreement of the parties.

e. Termination of Appeal

(1) Abandonment by Parent/guardian

Unless otherwise excused by the County Board, failure to pursue the appeal with diligence within the established time frames may be deemed an abandonment of the appeal, and the County Board may dismiss the appeal.

(2) Acquiescence by the School Failure of the school to appear at the scheduled hearing may be deemed acquiescence of the appeal, and the County Board may reverse the decision of the school in favor of the student.

f. Decision

The County Board believes that appeals of an involuntary transfer are among the most important business that the Board undertakes. The County Board therefore believes that every County Board member present for such an appeal should, absent some disqualifying conflict of interest, participate in the decision on such appeals. Accordingly, the County Board strongly discourages abstentions on appeal decisions. Four affirmative votes of the County Board are required for the appeal to be granted. The County Board will either affirm or reverse the school's decision to involuntarily transfer the student to the district of residence.

g. Attendance during Appeal During the appeal process, the student must continue to attend school. The student's placement during that time will be determined by the WSHUHSD Educational Services. The parent/guardian may choose to enroll the student in any other appropriate educational setting, such as a private or charter school, during the appeal process.

h. Attendance after an Unsuccessful Appeal

The County Board is not authorized to order the specific school placement for the student in the district of residence. School placement in the district of residence is determined by the district of residence.

Procedures for Notifying Teachers about Dangerous Pupils

Per Education Code 48918(k): The governing board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records. To be in compliance with Education Code 49079 and Administrative Regulation 4158(a), the following protocol shall be observed:

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

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the William S. Hart Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

VALENCIA HIGH SCHOOL

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

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

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

- E.C. 48900**
- (a)(1) Mutual fight
 - (a)(2) Assault/Battery
 - (b) Possessed, sold or furnished dangerous object
 - (c) Controlled substance/alcohol
 - (d) Imitation controlled substance
 - (e) Robbery/extortion
 - (f) Vandalism
 - (g) Theft
 - (h) Tobacco/nicotine products
 - (i) Obscene act, habitual profanity/vulgarity
 - (j) Drug paraphernalia
 - (k) Disruptive/willfully defiant behavior (grades 4-12)
 - (l) Received stolen property
 - (m) Imitation firearm
 - (n) Sexual assault or battery
 - (o) Harassed/threatened witness
 - (p) Sale of soma
 - (q) Hazing
 - (r) Bullying/cyberbullying
 - (t) Aiding and abetting
- E.C. 48900.2** Sexual harassment (gr 4-12)
- E.C. 48900.3** Hate violence(gr 4-12)
- E.C. 48900.4** Severe or pervasive harassment, threats and intimidation (grades 4-12)
- E.C. 48900.7** Terrorist threats against school officials or property
- E.C. 48915**
- (a)(1)(A) Serious physical injury
 - (a)(1)(B) Possession: knife or dangerous object
 - (a)(1)(C) Controlled substance
 - (a)(1)(D) Robbery or extortion
 - (a)(1)(E) Assault/battery of school employee
- E.C. 48915**
- (c)(1) Possessing, selling, furnishing firearm
 - (c)(2) Brandishing a knife at another person
 - (c)(3) Selling a controlled substance
 - (c)(4) Committing or attempting to commit sexual assault or battery
 - (c)(5) Possession of an explosive

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

VALENCIA HIGH SCHOOL

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

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

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

- E.C. 48900**
- (a)(1) Mutual fight
 - (a)(2) Assault/Battery
 - (b) Possessed, sold or furnished dangerous object
 - (c) Controlled substance/alcohol
 - (d) Imitation controlled substance
 - (e) Robbery/extortion
 - (f) Vandalism
 - (g) Theft
 - (h) Tobacco/nicotine products
 - (i) Obscene act, habitual profanity/vulgarity
 - (j) Drug paraphernalia
 - (k) Disruptive/willfully defiant behavior (grades 4-12)
 - (l) Received stolen property
 - (m) Imitation firearm
 - (n) Sexual assault or battery
 - (o) Harassed/threatened witness
 - (s) Sale of soma
 - (t) Hazing
 - (u) Bullying/cyberbullying
 - (t) Aiding and abetting
- E.C. 48900.2** Sexual harassment (gr 4-12)
- E.C. 48900.3** Hate violence(gr 4-12)
- E.C. 48900.4** Severe or pervasive harassment, threats and intimidation (grades 4-12)
- E.C. 48900.7** Terrorist threats against school officials or property
- E.C. 48915**
- (a)(1)(A) Serious physical injury
 - (a)(1)(B) Possession: knife or dangerous object
 - (a)(1)(C) Controlled substance
 - (a)(1)(D) Robbery or extortion
 - (a)(1)(E) Assault/battery of school employee
- E.C. 48915**
- (c)(1) Possessing, selling, furnishing firearm
 - (c)(2) Brandishing a knife at another person
 - (c)(3) Selling a controlled substance
 - (c)(4) Committing or attempting to commit sexual assault or battery
 - (c)(5) Possession of an explosive

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

VALENCIA HIGH SCHOOL

Confidential
Memorandum

To: _____, Teacher

From: _____, Principal

Date:

Re: **Students having committed specified crime**

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

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

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

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

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

BP5145.7

Sexual Harassment

WSHUHSD will not tolerate sexual harassment by anyone participating in any WSHUHSD program or activity. This includes student-to-student or peer sexual harassment as well as harassment between a student and any WSHUHSD participant. WSHUHSD shall take all complaints of sexual harassment seriously, investigate and address identified sexual harassment, and if the investigation results in the determination that sexual harassment has occurred, take reasonable, immediate corrective action to stop the harassment, eliminate a hostile environment, and prevent future sexual harassment. To the extent possible, complaints shall be kept confidential. For situations of harassment or suspected harassment involving WSHUHSD staff, Superintendent Policy on Personnel is applicable.

Notice of WSHUHSD Policy

1. Each WSHUHSD site will inform WSHUHSD Participants of this Sexual Harassment Policy along with the name, title, address and phone number of the Principal or designee
2. This Notice will include a statement of policy, definitions, how to file a complaint, confidentiality of any investigations into complaints, WSHUHSD's policy against retaliation for complaints, and the disciplinary consequences of substantiated claims of harassment and false claims
3. Notices of the Sexual Harassment Policy will be included in the Annual Notice to all students and parents, which students and parents shall receive at the beginning of the year or upon enrollment.

Complaint Procedure for Victims of Sexual Harassment

1. WSHUHSD encourages any student who believes s/he is the target of sexual harassment or who believes s/he has witnessed sexual harassment while participating in any WSHUHSD program or activity to report the incident as soon as possible to a Principal or designee.
2. The staff member will then contact the Principal or designee regarding the reported incident immediately or as soon as practicably possible, no later than 48 hours after the student's report and make a written note that the report was forwarded to the Principal or designee.
3. Confidentiality
 - a. All complaints and investigations regarding sexual harassment will be held confidential to the extent possible.
 - b. Retaliation for complaints of harassment by complainants or witnesses is prohibited.

Investigations of Complaints of Sexual Harassment

1. WSHUHSD will treat complaints of sexual harassment seriously. Upon receiving a complaint of sexual harassment, the WSHUHSD staff person shall provide the student with a copy of this policy and the regulations implementing this policy. The school Principal or other administrator shall conduct an investigation of the allegations.
2. The investigator will notify the parents of the complainants and the Alleged Harasser, if they are students, of the reported incident, the school's intent to investigate and the potential consequences if the complaint is substantiated.

3. The investigator will conduct a private, confidential interview with the Alleged Harasser to get the Alleged Harasser's response to the allegations.
4. The investigator will notify the complainant and his/her parent or legal guardian of the investigation's progress.
5. No more than 30 school days after receiving the complaint, the Principal or other administrator shall conclude the investigation and prepare a written a 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 Principal or designee will write a report for each complaint, to be completed within three days of the completion of the investigation. This report will include:
 - a. A description of the incident
 - b. The claims
 - c. The Alleged Harasser's response
 - d. The results of the investigation's fact-finding
 - e. Conclusions based on the factual findings
 - f. Recommendations for disciplinary action or other reasonable, age-appropriate, specific corrective actions to end the harassment, eliminate the hostile environment, or future harassment (see Part V below)
6. WSHUHSD will maintain records of all sexual harassment investigations. These records shall be kept confidential and may be used for tracking purposes or to substantiate claims of repeated harassment or retaliation.

Consequences

If a complaint of sexual harassment is substantiated, the site administrator or designee shall determine reasonable, age-appropriate, specific corrective actions to end the harassment, eliminate the hostile environment, or eliminate future harassment. If a student, the Harasser may be suspended up to five days or expelled involuntary release to student's district of residence. Retaliation for reporting harassment is also grounds for suspension or involuntary release to student's district of residence.

1. Appeal of determination of harassment. The student charged with harassment may appeal the decision of a suspension or involuntary release to student's district of residence in accordance with Board policy 7430, Suspensions & Expulsions. For lesser corrective actions, the student may request a conference between the student, his/her parent or guardian, and the site Principal.
2. Unsubstantiated complaints
 - a. If an investigation does not support the complaint, the complainant and the Alleged Harasser will be notified. No disciplinary action may be taken but counseling may be offered to both parties.
 - b. If an investigation determines that the sexual harassment claim was false and the complainant made the claim knowing it was false, the complainant is subject to discipline, including suspension or involuntary release to student's district of residence

- c. If the complainant is dissatisfied with the determination of unsubstantiation, he or she complainant may invoke an appeal of this determination by following the County Board Policy, at whichever step the complainant feels appropriate.

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

Instruction/Information

The County Superintendent or designee will ensure that all WSHUHSD students receive ageappropriate 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 WSHUHSD'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 to the school Principal or designee.

The County Superintendent or designee will ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the County 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 WSHUHSD, disciplinary action may include suspension and/or involuntary release to student's district of residence, provided that, in imposing

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

AR5145.7

Definitions

1. Complainant: the person(s) subject to sexual harassment.

2. Alleged Harasser: person(s) identified as sexually harassing the Target.
3. WSHUHSD Participant: includes students, employees of WSHUHSD, guests and other individuals involved in WSHUHSD programs and activities.
4. Unwelcome: unwanted and inappropriate.
5. Program: any program sponsored by WSHUHSD.
6. Activity: any activity sponsored by WSHUHSD.
7. Sexual harassment: unwelcome attention of a sexual nature that interferes with the educational performance, learning environment and/or full participation in a WSHUHSD program or activity by any individual. Sexual harassment may, for example, come in physical (including but not limited to pinching, touching, patting, or blocking movements), visual (including but not limited to posters, cartoons, sketches, gestures or other visual displays of a clearly sexual nature), or verbal (including but not limited to spoken or written comments of a clearly sexual nature) forms and may be used to intimidate or to coerce.

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 WSHUHSD program or activity

Examples of types of conduct that are prohibited at the WSHUHSD and that 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
11. Sexual Assault, sexual battery, or sexual coercion

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 school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the Principal or designee. 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 or designee, 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 Labor Relations.

2. Initiation of Investigation: The Principal or other administrator 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. WSHUHSD 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.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Principal shall describe WSHUHSD'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 WSHUHSD's ability to investigate.

4. Investigation Process: The Principal or other administrator 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 or other administrator 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 or other administrator 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 WSHUHSD legal counsel or WSHUHSD's Risk Management Office.

5. Interim Measures: The Principal or other administrator shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-to-student harassment, when the student who complained and the alleged harasser agree, the Principal or other administrator may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, 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 any past instances of harassment by the alleged harasser
- d. 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. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 school days after receiving the complaint, the Principal or other administrator 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. A summary 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, and the County Superintendent or designee.

In addition, the Principal or designee 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 WSHUHSD Policy

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

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
3. Disseminating and/or summarizing WSHUHSD'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.

Notifications

A copy of WSHUHSD'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)

School-wide Dress Code prohibiting gang-related apparel

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

BP5132

Dress and Grooming

In cooperation with teachers, students, parents/guardians, host districts, the principal or designee shall establish school rules governing student dress and grooming that are consistent with the host district's dress and grooming policies, law, County Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the County Superintendent or designee for approval. The County Superintendent or designee will approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia that are crude, vulgar, profane or sexually suggestive, that bear drug, alcohol or tobacco company advertising, promotions and likenesses, or that advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

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

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

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

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

The County Superintendent or designee will establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The County Superintendent or designee may establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Student Dress

The County Board authorizes each school site to adopt schoolwide student dress codes in an effort to ensure the safety of students, facilitate and maintain an effective learning environment, and enhance respectful behavior and school ownership. All WSHUHSD school sites adopting dress codes will incorporate the following:

A. Involve parents, principals, school staff, law enforcement, community members, and students, where age-appropriate, in determining what articles of clothing will be included in the dress code.

B. Provide notice to parents and students, included in the Annual Notice, of the following:

1. Dress code requirements.
2. Economic assistance for families in need, including the names, titles, addresses and phone numbers of designated dress code contact people at the school site and the superintendent's office and any closets or donation systems available.
3. Any disciplinary action for failing to follow the dress code.
4. The complaint procedure available for any complaints.

C. Protect students' other rights of expression. Using the "substantial interference with education" standard, students should be allowed to wear, for example, buttons, pins, badges or religious clothing provided that these articles do not cover or replace dress code articles.

D. Establish a progressive discipline structure for violations of the dress code. For example, consequences for not following the dress code may include: first time, one-hour detention; second time, parent contact and two-hour detention; third time, parent conference; fourth time, parent contact, all-day in school detention; fifth time, parent conference, suspension.

E. Establish and maintain a complaint procedure that is fair, consistent, and well-known throughout the school community.

F. Students will comply with the dress code of their host school site.

Student Uniforms

The County Board authorizes each school site to adopt student uniform codes in an effort to ensure the safety of students, facilitate and maintain an effective learning environment, and enhance school spirit and ownership. All WSHUHSD school sites adopting uniform codes shall incorporate the following:

A. Involve parents, principals, school staff, law enforcement, community members, and students, where age-appropriate, in determining what articles of clothing will be included in the uniform.

B. Protect students' other rights of expression. Using the "substantial interference with education" standard, students should be allowed to wear, for example, buttons, pins, badges or religious clothing provided that these articles do not cover or replace uniform articles. The uniform should not include any political or religious messages or slogans.

C. Provide assistance for low-income families by:

1. Providing the name, title, address and phone number of the designated uniform contact person at each school site and the superintendent's office in a notice to all parents at least once each semester;
2. Setting up a "closet" for hand-me-downs and/or a community donation system where community members may donate money or clothing;
3. Creating a year-round telephone message line with information about the above resources and contacts.

D. Give notice to all students and parents of the consequences of noncompliance. For example, a student who has not opted out and has had full opportunities for economic assistance but does not wear the school uniform may face in-school detention and a call to his/her parents. A second infraction may result in a parent conference and/or sending the student home to change into the uniform.

E. Establish and maintain a complaint procedure that is fair, consistent and well-known throughout the school community.

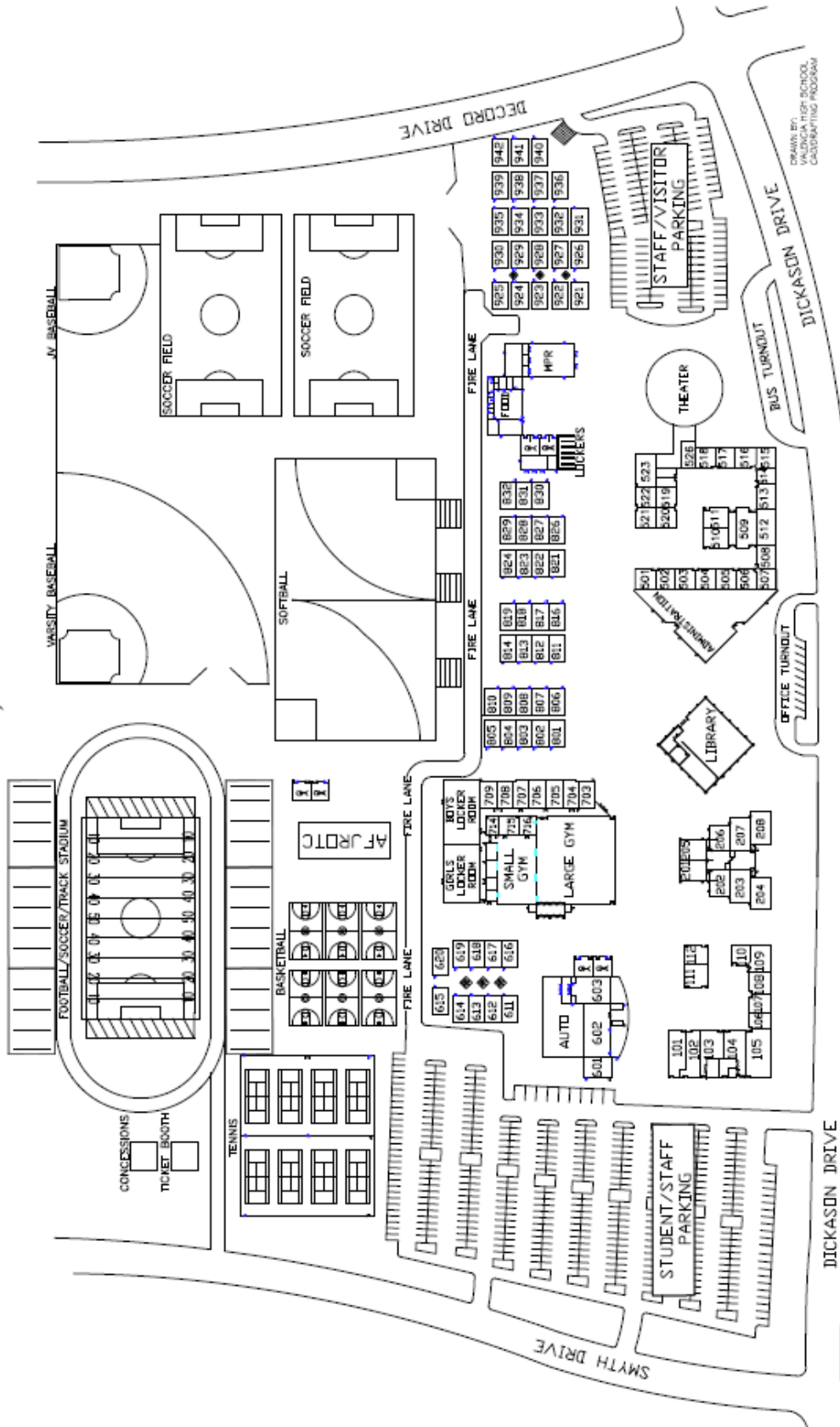
F. Notify parents and students, at least six months in advance of implementation, of the uniform requirement, opt-out provision, economic assistance, disciplinary measures for noncompliance if the student has not opted out or faced economic hardship in complying with the uniform code, and the complaint procedure for any complaints. This notice could be included as part of the Annual Notification.

G. As appropriate, students will follow the Uniform Code of their host school.

H. Treat uniforms as one part of an overall safety program.

Procedures for Safe Ingress and Egress from School

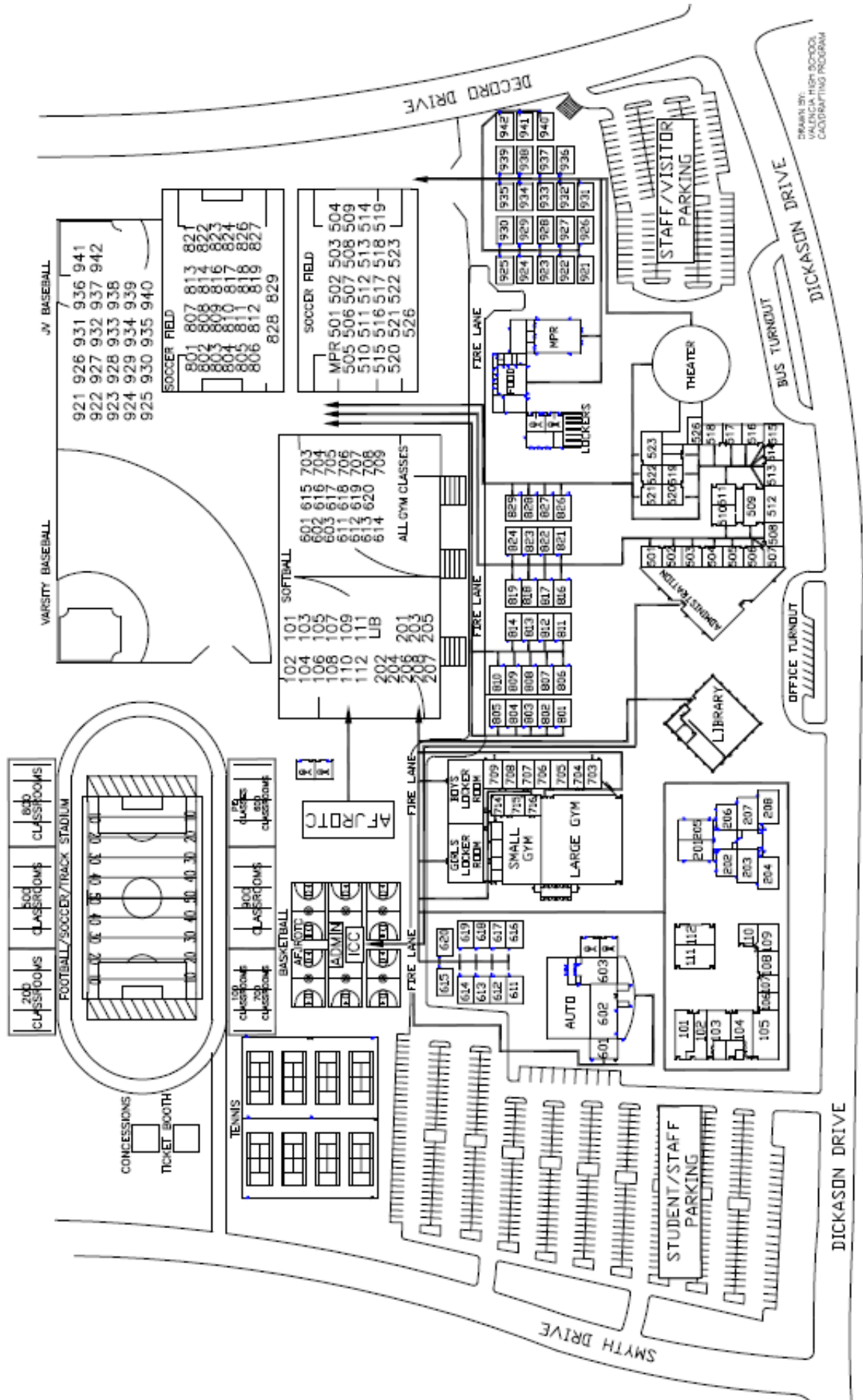
VALENCIA HIGH SCHOOL
27801 North Dickason Drive
Valencia, CA 91355



DRAWN BY:
 VALENCIA HIGH SCHOOL,
 CAD/DRAFTING PROGRAM

VALENCIA HIGH SCHOOL

VALENCIA HIGH SCHOOL EVACUATION ROUTES EMERGENCY ASSEMBLY AREAS



DRAWN BY: HIGH SCHOOL COOPERATING PROGRAM

Procedures to Ensure a Safe and Orderly Environment

Goal 1: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

The School's Physical Environment (The physical setting and condition of the school)

Objective 1: Valencia High School shall have visible law enforcement, staff and parental presence.

Objective 2: Students attending Valencia High School will have strategies in place on how to respond when they feel threatened or in need of assistance.

Goal 1: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

Objective 1: Valencia High School shall have visible law enforcement, staff and parental presence.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
1. 1.Valencia High School's administration will encourage local law enforcement, staff members, and parents to be visible at times students are en route to and from school.	Sheriff's Dept.; CHP; Staff ; Parents	Visible presence	Site Administration; Sheriff's Dept.; CHP	4/10	On-Going
2. Valencia High School shall conduct regular meetings and include invitations to local law enforcement, community agencies and district officials.	Site Administration; PAC	Minutes of Meetings	Site Administration; PAC Officers	"	"
3. Valencia High School shall implement board policies and procedures to secure the school site during school hours.	Board Policies; Campus Security; SAO Sheriff's Dept.	Daily monitoring	Site Administration; Plant Manager; District Maintenance Staff	"	"
4. Valencia High School shall work closely with local law enforcement and district administration in responding to potential community threats to the safety of students, staff and parents.	Sheriff's Dept.; Fire Dept.; District Administration;	Evaluation of Individual Situations Responses	Site Administration; SAO Sheriff's Dept.	"	"

Goal 1: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

Objective 2: Students attending Valencia High School will have strategies in place on how to respond when they feel threatened or in need of assistance.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
1. Valencia High School's administration will provide strategies to all staff members and a portion of a school day will be used to teach the strategies to the students.	Site Administration; Counselors; Character Counts; Viking Code of Conduct; SSA	Strategies Taught SSA reports	School Staff SSA/FGFs	4/10	On-Going
2. Valencia High School's staff will place in the school's newsletter an article on how to respond to a threat and will ask each parent to discuss the article with their children.	Site Administration; Counselors; Facilitator	Newsletter Article	Site Administration; Counselors	"	Bi-annual
3. All students at Valencia High School will identify an adult staff member that they can talk to and share any potential problems or situations that could escalate into a real conflict.	Faculty; Staff; Site Administration; Counselors; Career Paths; The Movement; Yes I Can Program	Annual Evaluation	Site employees	"	On-Going
4. Valencia High School's staff will work with students and will engage assistance from other school administrations, and/or local law enforcement agencies for conflicts involving non-Valencia High School personnel.	Other schools' administration; SAO Sheriff's Dept.	Record of loitering incidents	Site Administration; SAO Sheriff's Dept.	4/10	"

Goal #2: All students and staff members are provided a safe teaching and learning environment.

Create a Caring and Connected School Environment (The relationships, actions and programs to support good character development)

Objective 1: Valencia High School has effective strategies to intervene at earliest possible point when students exhibit anti-social behavior.

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

Goal #2: All students and staff members are provided a safe teaching and learning environment.

Objective 1: Valencia High School has effective strategies to intervene at earliest possible point when students exhibit anti-social behavior.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
1. Valencia High School shall provide to parents/guardians information of agencies that can provide counseling services.	Current Resource Listing	Completed directory	Counselors; ASB	4/10	On-Going
2. Valencia High School shall provide to staff identified effective research-based strategies that address anti-social behavior in grades 9-12.	Research; SSA; Conference Material	Completed Material; Documentation	Site Administration; Counselors	"	"
3. Valencia High School shall encourage staff to attend workshops/conferences on identifying academic risk factors and applying effective strategies in dealing with anti-social behavior in schools.	WSHUHSD; SSA/FGFs; Anger Management Training/Referrals	Staff attending workshops	Site Administration; Staff	"	"
4. Valencia High School's staff shall work with parents in identifying maladaptive behaviors and developing strategies to address these behaviors.	"	Number of Parent Conferences ; SAO Referrals	"	"	"
5. Valencia High School shall hold regularly scheduled "Student Study Team (SST) Meetings." Students with maladaptive behaviors shall be placed on the agenda. The team shall include a psychologist, administrator, teacher(s), and a counselor. (A member of the Special Education Department, the student, and parent will be encouraged to attend.)	IDEA; AB1250; CDE Code Part 30 Sections 56000 to 59300	SST Agendas and Minutes	Site Administration; Counselors; School Psychologist	"	On-going
6. Valencia High School shall identify students who display gang association, gang membership or are involved in any gang activity.	COBRA Sheriff's Dept.; SAO Sheriff's Dept.; Probation Dept. Counselor Dept.; School Psychologist; Mental Health Dept.	Individual Identification	Site Administration; COBRA and SAO Deputies	"	"
7. Valencia High School's staff shall contact the counselor or the school psychologist when it is reported to a staff member that a student has discussed the possibility of suicide.		Individual Referrals	Staff	"	"

Goal #2: All students and staff members are provided a safe teaching and learning environment.

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

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
1. Valencia High School shall develop strategies to encourage parents/guardians to become proactively involved in the education of their children.	District sponsored parenting classes; School Newsletter; PAC Meetings	Strategies Implemented	Site Administration; Faculty; Counselor Dept.; PAC	4/10	On-Going
2. Valencia High School shall encourage parents to volunteer for school-related activities.	PAC; Booster Clubs; Parent Volunteer List	Extent of Parent Involvement and Volunteers	Site Administration and Staff; PAC Officers	"	"
3. Valencia High School shall encourage all parents to participate on Parent Advisory Council, its subcommittees, the School Site Council, site Advisory Committees, and the District Advisory Committees.	Superintendent; School Site Council; Site Administration; PAC	Amount of Parent Participation	District/Site Administration; PAC; Site Council	"	"
4. Valencia High School teachers and counselors shall notify parents/guardians immediately when a student begins to exhibit academic or social problems.	VHS Faculty, Counselors, and Administration	ADS records; SST minutes; Faculty logs; SASI Documentation	Faculty; Counselors; Administrators	"	"
5. Valencia High School shall provide to students, staff, and parents skills to solve problems and resolve conflicts.	WSHUHSD; Certified Mediators; Local Marriage/Family Counseling centers	Documentation of participation in available services	Site Administration and Counselors	"	"
6. Valencia High School's staff shall promptly return phone calls to parents, students and community leaders.	Existing communications system	Record of registered complaints	Faculty; Staff; Counselors; site Administrators	"	"
7. Valencia High School shall hold annual events that bring students, parents and staff members together in a positive environment.	Parent Nights; Assemblies	B-T-S; Open House; Assemblies	Site Administration; Site Council	"	Annual Review

Rules and Procedures on School Discipline

CODE OF CONDUCT INFORMATION

ATTENDANCE POLICY

The Valencia High School staff believes there is a direct relationship between attendance and achievement. Students with good attendance achieve high grades, enjoy school, are successful in their pursuit of necessary credits for graduation, and learn positive habits that contribute to their personal and occupational success. It is the responsibility of all parents to insure that their children attend school every day they are not ill. Teachers, administrators, and other staff members are to help students appreciate and understand the value of good attendance.

For these reasons, the following attendance policies have been developed:

1. Students who miss 15 days from any class during a semester are subject to a failing grade in that class. Absences for legitimate school activities and authorized visits to a school office are not included as days absent. All other absences, including opportunity room, illness or other excused absences, are counted. The students will remain in the class for the remainder of the semester. Students who cause class disruptions will be moved to the Opportunity Room for the remainder of the semester.
2. If a student misses one or more class periods for any reason other than school related business during a school day, and it has not been excused by a parent/guardian, a phone call will be placed to the home via a computerized Phone Master.
3. Parents/guardians are to call or write a note of excuse within 24 hours of absence or the absence will result in truancy. According to Education Code 48260, any student who is absent from school without a valid excuse for three or more days will be considered a truant. Parents/guardians should provide written medical, and or legal notices when possible. Excuses will not be accepted 10 school days after the absence. The absence will become a truancy for which school consequences may be assigned.
4. When a student is absent 6, 9, or 12 days from any class in one semester, a computer-generated letter will be sent home. Parents are encouraged to call the attendance office at 294-1188 ext.408/409 if they would like specific information about their child's attendance record.
5. By the 12th absence, a contract will be signed specifying the maximum number of subsequent absences that will be allowed before a fail grade is issued in the course. By this time parent/guardian should have contacted Ms. Delawder (ext. 404) to discuss this extensive number of absences.
6. Students leaving campus for any reason must check out through the attendance or health office. Due to the closed campus policy, underclassmen (9th and 10th) leaving between 11:50 am and 1:00 pm must be personally signed out by a parent or guardian.

***TO CLEAR AN ABSENCE PLEASE CALL MS. SHARON ROMERO, OR MS. KATHY EIBEN,
ATTENDANCE OFFICE AT (661) 294-1188 EXT. 408/409***

STUDENT ATTENDANCE POLICY AND CODES – NEGATIVE ATTENDANCE ACCOUNTING 8/20/04

Code	Title	Abbr	Type	Appt?	**	Acceptable Reasons
Blank						Student Present That Day
A	Unverified	UNV	Unverified	No		Unknown
B	IS Absent	STI	Excused	No		Student is away from school on short-term independent study.
D	ACTION-TIDE	TID	School Activity	*	**	Student is attending the 5-day DAPEC program off campus in lieu of suspension.
E	Nurse Off	NUR	School Activity	Yes		In Health Office for health related issues only. Used for clarity.
F	Exc Tardy	ETC	Excused Tardy	Yes		Any degree of "late." Beyond 30 minutes is to be counted as a truant.
H	Home Study	HMS	School Activity	*		Student assigned to a home study teacher.
I	In Sch SUS	ISS	School Activity	Yes		Suspendable/Disciplinary offense but student remains on campus, not off.
J	Work Exp	WEX	School Activity	Yes	**	School approved job/career shadowing
K	Sat Study	SSC	School Activity	*		Study Sessions for credit. Attendance reported separately, like DAPEC and HMS.
M	Sch Crisis	EMG	Excused	No		Catastrophic school wide shutdown
N	Truant	TRU	Unexcused	No		Intentional and deliberate failure to report to class without reasonable cause.
O	Warranted	WAR	Excused	No	**	Exclusion for lack of immunizations or other exclusionary health or hygiene circumstances, unforeseeable circumstances (i.e., flat tire, car accident). Official protective custody or jail. With advance written request by parent and principal approval, funeral for non-immediate family member, employment conference, working precinct election, religious instruction or retreat not to exceed 4 hours per semester.
P	Positive	POS	Positive	Yes		For Positive attendance reporting (Valencia High School, summer school)
R	Opp Room	OPR	School Activity	Yes		Assignment to Opportunity Room when not treated as an In School Suspension
S	Suspension	SUS	Unexcused	No		Discipline due to willful misconduct
T	Tardy	TDY	Unexcused Tardy	Yes		Any degree of "late." Beyond 30 minutes is to be counted as a truant.
U	Unexcused	UNX	Unexcused	No		Carelessness (oversleeping, out-of-gas, shopping, missed bus/ride, driving test, personal). Also used when a parent has signed a SARB contract promising to provide a doctor's note to excuse absences beyond the two days per month which they are allowed.
V	<i>OffCmp Act</i>	ACT	School Activity	Yes	**	School activity or meeting <i>off</i> campus.
W	Shrt Tm IS	STE	Excused	*	**	Use to re-mark attendance when student returns from short-term independent study and has completed work.
X	Excused	EXC	Excused	No	**	Illness, quarantine, medical/dental appt, funeral for immediate family member (1 day if in CA, 3 days if out of state), jury duty, court appearance, religious holidays, family emergency, illness of student's child
Y	Sat School	SOC	School Activity	*		Use to clear absences due to Saturday School disciplinary attendance
Z	<i>OnCmp Act</i>	ONC	School Activity	Yes	**	Approved school activity <i>on</i> campus. Also for meetings with counselors, attendance, assistant principals and principal, SARB, IEPs, SSTs, 504s

* Indicates attendance hours for ADA will be manually adjusted.

** All tests, homework and other assignments are allowed to be made up.

CODE OF CONDUCT

TARDY POLICY

As part of our school violence reduction program, a school-wide tardy policy will continue to be enforced. Teachers will not allow students to enter their room after the bell unless the student has a pass from the office, campus supervisor, or teacher. Unless otherwise indicated, the student will be admitted to class and marked tardy in the computer by the teacher. No teacher consequence will be administered. Students need to make arrangements with the teacher to make up any work missed due to the impact of the policy.

The only tardies which will be excused will be those accompanied by written notice from the doctor and/or court stating the date and time of appointment. We will no longer clear period 2 tardies due to traffic unless there is an emergency, and, if this is the case, an announcement will be made to let students, period 2 teachers know. However, changes have been made to our policy to better meet the needs of the tardy management team, and period 2 teachers. Consequences for tardiness are as follows:

PERIOD ONE AND TWO:

Tardy 1-5

Student will be issued a warning.

Tardy 6-9

Student will be assigned a lunch detention. (This absence from class will count against the 15 days that each student is allowed based on our attendance policy.)

Any Tardy Beyond 10

Student consequence in addition to lunch detention may include a may include a parent parent phone call, or Saturday School assignment.

*Persistent tardies to the period following lunch will result in the revocation of a student's off-campus pass.

According to Education Code section 48260, any student tardy in excess of 30 minutes will be considered absent. If this occurs on each of more than three days in one school year, the student may be considered a truant. In an attempt to speed up the process, we use a computer that will read student bar codes. This cuts down on the time it takes to process the tardy students. Thank you for your continued support in this matter.

The intent of the **tardy** and **attendance policy** is to emphasize the importance of class attendance and provide for greater student accountability for make-up work. It is not our intent to punish students who are ill or have family emergencies.

BEHAVIOR STANDARDS

These standards are subject to change at the discretion of administration.

Behavior

Disrupting class by:

- Talking, rudeness, misbehavior, disrespect, language,
- Defiance
- Food, gum, drinks in class
- Personal grooming in class
- Profanity

Consequence

At teacher's discretion:

Detention, class suspension, step and/or referral to Assistant Principal

-Cell phones, electronic games

These items may be confiscated and turned into the Assistant Principal's Office to be returned at the end of the day. On the second offense, parents must reclaim article.

-Laser pens

Item will be confiscated and turned into the Assistant Principal's office. Parent must reclaim item.

-Missed detention or truancy

Saturday School

-Smoking

Referral to Assistant Principal, Saturday School, suspension,

-Fighting, assault, theft, robbery, extortion, vandalism, harassment

Referral to Assistant Principal, possible suspension, possible arrest and/or expulsion

-Possession, use or sale of alcohol and/or controlled substances

Five (5) day suspension, arrest and possible expulsion or intra-district transfer

Valencia High School is a closed campus. Only students with valid off-campus permits may leave campus during lunch.

Students without off-campus passes will only be allowed to leave campus at lunch if accompanied by parents.

Parent/guardian must summon student in person through the attendance office.

CELL PHONE POLICY

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

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

- A. Cell phones are to be turned off and put away upon arriving to class or before entering any school building.
- B. Authorization for student possession or use of cell phone may be revoked by the administration for inappropriate student use.
- C. Any use of a cell phone during an exam will be cause to presuppose cheating and may result in a zero on the exam.
- D. The District assumes no liability **for the damage**, loss, or misuse of cell phone or pager by the student or another person.
- E. Students are expected to immediately comply with the direction of any school official to cease the use of a cell phone on campus or at a school sponsored activity.
- F. Failure to comply with this policy may result in confiscation of cell phones by school personnel. After the first confiscation, the student may retrieve the phone after school. Subsequent offenses may be cause for further disciplinary action and will require a parent to retrieve the cell phone.

ID CARD POLICY

Your ID card is your official identification and must be carried during school hours and at all school events. **You** are required to present this card upon request by any member of the school district staff.

1. ID cards are used to: Pay class fees, pay fines, purchase items from ASB office, check out books and other materials from the library, tardy table identification, identify students attending any school/district event, and identify off campus privileges and open periods.
2. ID cards are non-transferable. It may not be used by any other person other than the one whose picture appears on the front. Lending this to anyone will subject the holder to disciplinary action.
3. Report lost or stolen cards immediately to the ASB Office. (Lost, stolen, or DAMAGED ID cards can be replaced in the ASB Office for a FEE.) Purchase requires identification & takes 2-5 days for reproduction.

First ID Card:	Free during registration or first week of school
Second ID Card:	Replacement cost of \$20.00
Third ID Card:	Replacement cost of \$20.00 and administrative approval

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

Valencia High School

Student Parking Information/Policy

STUDENTS AND PARENTS MUST KNOW THAT BEING ISSUED A PARKING PERMIT DOES NOT GUARANTEE A PARKING SPACE AT VALENCIA HIGH SCHOOL. There are *only* 500 parking spaces available in the student lot, 15 of which are designated handicapped. There are an additional 100 parking spaces for VHS students at the Ice Station. **Parking rights are first come, first serve.** If the available student spaces are full, the student is responsible to find parking off school property. **All California Vehicle Codes apply in the school parking lots and the Ice Station.**

Who can obtain parking permits:

1. Seniors and Juniors (as long as permit allocation lasts- 630 permits will be issued in consideration of daily absences)
2. Students with no indebtedness on file
3. Students who have a **valid California driver's license, proof of current registration, and proof of current insurance** on *each* vehicle.
4. Students who have completed a Valencia High School Vehicle Registration Card & have paid the **\$25.00 fee.** *The students must present their receipt from the ASB office when submitting their registration card.*

Ownership guidelines:

1. **Permits are the property of Valencia High School.**
2. Lost or stolen permits are the responsibility of the student. **Replacement cost is \$25.00 and students may have to wait a minimum of two weeks for a replacement.**
3. No permit or reserved parking space may be transferred to another student.
4. If a student withdraws from Valencia High School, the parking permit must be returned to the office.

Displaying parking permit:

The permit must be hung from the rear view mirror with the printed information facing the windshield. Failure to properly display the permit at any time while parked in a VHS designated area may result in a ticket/fine. **THE NUMBER MUST BE VISIBLE!** Altering the permit in any way will result in loss of permit and parking privileges for the remainder of the year.

Ice Station Parking:

The Ice Station is private property, and VHS students are not permitted to park there without a VHS parking permit. Students parking at the Ice Station must act respectfully, park only in the VHS designated spaces, and abide by all VHS campus rules on Ice Station property.

Ice Station owners and management are not responsible for any damage/theft incurred during the school day.

Reserved Parking Slots:

A limited number of parking spaces are Reserved Parking. These spaces are auctioned to **seniors** at the beginning of the year as a fundraiser for the Senior Class. Reserved spaces are marked as such and **no one** other than the senior who is assigned that space may park there during school hours, 6:30 A.M. to 3:00 P.M.

Truth and Consequences:

- Students park cars at their own risk. The school is not responsible for damage or theft.
- Students who have either counterfeited or enabled another to counterfeit a VHS parking permit risk having parking privileges revoked for the remainder of the school year.
- If parking permit is not properly displayed and student is ticketed, student is responsible for paying fine(s). Payment is made in ASB office during brunch or lunch. Unpaid parking fines will be added to student indebtedness file.
- A \$40.00 fine will be assessed to any student who parks in a visitor or staff lot or space.
- A \$40.00 fine will be assessed for any student who parks in a Senior reserved slot that is not assigned to him/her.

No permit:

First Offense: \$20.00 fine to be paid in the ASB office during brunch or lunch

Second Offense: \$20.00 fine to be paid in the ASB office during brunch or lunch

Third Offense: \$20.00 fine, or citation by Sheriff's Deputy, AND the vehicle is subject to being towed at the owner's expense

Reckless Driving/Excessive Speed:

First Offense: Conference, parent phone call, two-week loss of parking privilege

Second Offense: Revocation of parking permit

Illegal/Improper Parking:

Students will be cited if parked illegally or improperly.

Other violations may result in the loss of parking privileges depending on the severity of the action. The school reserves the right to revoke and reclaim any permit when deemed appropriate.

This is a summary of Valencia High School parking rules and regulations.

Please see administration if you have any questions/concerns.

Student Signature: _____

Date: _____

VALENCIA HIGH SCHOOL

Discipline Recommendations for Administration

OFFENSE	1st OFFENSE	ADDITIONAL
Assault/Battery (a 1)	1-5 day Sus	Poss. Transf, or Expulsion
Assault/Batthey (a 2)	5 Sus+ST+E*	
Control Sub/ Use or Possess	5 Sus+DAPEC+SR+T	
Controlled Substances/ Sale	5 Sus+DAPEC+SR E*	
Disturbing the Peace	2 DETN lunch	Soc to Sus
Dress Code	Conference+Alter Current Dress	Defiance=Sus
Cell Phone (disruptive)	Confiscate	2 nd Parent P/U
Failure to Serve OPPR or disruptive in OR	1 Sus(call parent to P/U,unable, stu sits on bench rest of per.,goes to remaining classes & Sus next day (see bottom of pg)	Sus
Failure to Serve SOC (Can have one resched.....)	1 INSS	2 nd SOC+INSS, 3 rd Sus
Fighting	2 to 5 Sus + SR	5 Sus+SR+ Transf.
Pushing/Shoving	INSS	Sus
Fraud		
Forged school document/note	1 SOC	INSS or Sus + SR
Phony ID/Passing off another's pass as own	SOC	
Allowing another to use pass	Loss of O/C pass 2 weeks	2 nd loss 3 weeks, 3 rd loss for rest of year
Gambling	1 SOC	Sus + SR
Gun	5 sus+SR+E	
Harassment/Threats	Conference+Sus	Sus+SR+Poss. Transf. or Exp.
Knife/Brandish	5 Sus+SR or Letter not to Expel (1)	5 Sus +SR+E or Transf.
Laser Pointer		
Possession/Use	Confiscate SOC, parent P/U	Confiscate+Sus 1 to 5

Mooning/Indecent Exposure	rest of day INSS, next 1 Sus	Sus
Off Campus w/o permission	SOC	Chronic, INSS
Other Dangerous Object (water balloon) Possession = intent	1 to 5 Sus+Poss.SR rest of day Sus.	5 Sus+SR+E or Transf.
Parking		
Without a parking permit	\$20 Citation	2nd - Citation, 3rd - Citation, or citation by Sheriff's Deputy and subject to towing at owner's expense.
In a Staff spot, Parent/Visitor spot, or Senior Reserved spot, or any space in Staff lot	\$40 Citation	(same as above) If referred, loss of permit 1 wk, 2nd referral - 2 wks. 3rd referral - revocation of parking permit
Physical Altercation	SOC to Sus	Sus
Pkg issue Stu w/parent,verbal on campus	SOC	Poss Sus,loss of pkg permit
Profanity (see Verbal Abuse)		
Smoking Or paraphernalia (matches, lighter,pipes,rolling papers, etc.)	SOC Poss ticket from deputy (308B of Penal Code,against law under 18)	2 nd 1-INSS; 3 rd + Sus
Student bickerin/Peer Conflict	mediate, offer peer counseling	
Sus. (20)	Move for expulsion	
SOC "can't do""parent won't allow"	2 week lunch detention or all day INSS	
Technology	Take tech privileges away + hefty suspension	If chronic, seek expulsion
Theft	Sus+Restitution+Poss SR	Sus+Restitution+SR+Possible Transf.
Throw object (e.g.bottle)	SOC	Hit someone=Sus
Truancy	1 period = 2 lunch detent.	Multiple = SOC
Vandalism	Sus+Restitution+Poss.SR	Sus+Restitution+SR+ Poss. Transf.
Vehicle Violation	OPPR at lunch	SOC

Verbal Abuse toward another student	2 lunch detentions	SOC or Sus
Verbal Abuse direct to staff	1 to 5 Sus	3 to 5 Sus+Poss Class Transf.

(All offenses above are reported to parent/guardian.) * If Expulsion is not approved, student will be transferred out of VHS (1) Determined by length of blade/locking blade
 Administrator will determine if suspension is served out of school, or in house.

“Failure to Serve OPPR” : When suspending, call parent and ask how s/he is going to get home. You P/U or ok for him/her to take bus, drive self.
 Also, if just walk out of O.R. before the end of the time owed=all day Sus. next day or could look at them as period truancies(depends on situation and student).

Hate Crime Policies and Procedures

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

BP 5145.3(a)

NONDISCRIMINATION/HARASSMENT

The County Board desires to ensure equal opportunities for all students in admission and access to WSHUHSD's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. WSHUHSD programs and activities shall be free from discrimination, including harassment, with respect to a student's race, color, ancestry, national origin, ethnic group identification, citizenship and immigration status, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. These terms are defined by state or federal statute.

The County Board prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other person in WSHUHSD. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision. In Juvenile Court Schools, the County Office shall work with County Probation Department on practices and procedures for incarcerated students.

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

Students who engage in discrimination or harassment in violation of law, County Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or involuntary release to student's district of residence.

Grievance Procedures

Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Principal, administrators or designee. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Principal, administrator or designee whether or not the victim files a complaint.

Upon receiving a complaint of discrimination or harassment, the Principal or other administrator or designee shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

The County Superintendent or designee will ensure that the student handbook clearly describes WSHUHSD's nondiscrimination policy, procedures for filing a complaint regarding discrimination or

harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. WSHUHSD's policy may also be posted on the WSHUHSD or school website or any other location that is easily accessible to students.

AR5145.3

General Provisions

1. Definitions

- a. WSHUHSD participant: any individual involved in WSHUHSD programs or activities. This includes employees, students, contractors, vendors, guests and volunteers.
- b. WSHUHSD staff member: any WSHUHSD employee.
- c. Principal or designee: supervisor or site administrator, or the person designated to investigate or coordinate the investigation of concerns or complaints in an objective, consistent and thorough manner.
- d. Complaint: a statement regarding how a WSHUHSD program or activity is run or how a WSHUHSD participant was treated while involved in a WSHUHSD program or activity. A complaint alleges a violation of state or federal laws or regulations. Complaints point to specific misconduct, or behavior or practices that violate law.

(1) Examples of complaints based on discriminatory behavior:

- (a) Sexual harassment, assault, battery
- (b) Harassment: includes unwelcome verbal, visual or physical contact that, when directed at any person, would be considered inherently likely to provoke an extremely negative or intimidating reaction. Such contact includes, but is not limited to; those terms or actions widely recognized as negative or derogatory references to race, ethnicity, religion, gender, sexual orientation, disability and other characteristics uniquely a part of the individual or group. "Harassment" occurs when these words or conduct create a hostile or intimidating environment that prevents the target of harassment from being able to pursue educational goals or to participate fully in WSHUHSD programs or activities.
- (c) Denial of educational opportunities
- (d) Abuse or neglect
- (e) Inaccurate student records

(2) In accordance with the Uniform Complaint Procedure, WSHUHSD will assist in referring certain complaints to specified agencies.

- e. Concern: a statement regarding how a WSHUHSD program or activity is run or how a WSHUHSD participant was treated while involved in a WSHUHSD program or activity. A concern is a constructive suggestion for a problem that is not necessarily a violation of state or federal laws or regulations. If a participant is unclear whether s/he has a concern or a complaint, the participant should make a statement. Concerns may be resolved informally.

f. Target: WSHUHSD participant who is the target of discriminatory behavior.

g. PCQ: Person whose conduct is in question; person whose behavior is allegedly discriminatory.

Notice of WSHUHSD Policy

1. Each WSHUHSD site shall provide notice of this Nondiscrimination Policy along with the name, title, address and phone number of the person in charge of handling complaints and investigations.

2. This notice shall also include a statement of policy, definitions and the potential disciplinary consequences of substantiated complaints. See below.

3. Notice of the Nondiscrimination Policy, will also be included in the Annual Notification provided upon enrollment to all students and parents.

4. Notice may also be provided by:

a. Publication in local newspapers, newsletters or magazines operated by WSHUHSD or the site.

b. Distribution with other written communications to WSHUHSD participants and their parents.

c. Incorporation in mandatory Health Education classes.

d. Workshops conducted by sites to inform participants, including parents where feasible, of the Nondiscrimination Policy grounds and procedures.

Procedure for Filing a Concern or Complaint

1. WSHUHSD encourages any student who has a concern or complaint about alleged discrimination in how a WSHUHSD program or activity is run to report the concern/complaint to a WSHUHSD Principal or administrator.

2. The WSHUHSD staff member will then contact the Principal or administrator regarding the reported incident immediately or as soon as practically possible, but no later than forty-eight (48) hours after the student's report. The WSHUHSD staff member will make a written note that the report was forwarded to the Principal or administrator.

3. A student who wishes to resolve a concern or complaint with WSHUHSD should make this report to a WSHUHSD staff member as soon as possible but no later than one hundred eighty (180) calendar days of the incident causing the concern or complaint.

a. Complainants are encouraged to keep a written log of incidents. This log should include, where possible, the items listed below, in subsection 5 of this Part.

b. Any witness of misconduct is encouraged to report the misconduct and to support the complainant in reporting the misconduct.

(1) A witness who personally observed the incident should tell the complainant that the witness will report the misconduct.

(2) If a complainant confides in another WSHUHSD participant that s/he believes s/he has complaint or concern, the WSHUHSD participant is encouraged to support the complainant in reporting the misconduct to the school.

c. The complainant or witness may, if s/he chooses, request that a friend, adult advisor from the school or parent be present when the complainant or witness reports the complaint.

d. The complainant or witness should write down and provide the principal or administrator with the following information regarding the incident:

(1) When the misconduct occurred

(2) Who was involved (as a complainant, as a PCQ, as a witness)

(3) Where the incident occurred

(4) What happened

(5) How the complainants responded to the incident

(6) Any related incidents (for example, similar conduct or similar people involved)

(7) Any other information regarding the incident that may help the investigation.

e. If the complainant feels safe, s/he is encouraged to communicate to the PCQ, in person or by letter, that the conduct is both unwelcome and must stop immediately. This often helps PCQs recognize that their conduct is unacceptable and causes them to stop.

(1) The complainant is not required to take this step.

(2) If the complainant prefers, a friend or counselor may assist the complainant in addressing the PCQ. The complainant should keep a written record of his/her conversation(s) with the PCQ.

(3) If the complainant chooses to write a letter, s/he should keep a copy of the letter, signed, and make a copy for the principal.

4. Confidentiality

a. Confidentiality regarding the complaint and investigation will be maintained to the extent possible.

(1) If child abuse or abuse of a dependent adult is reported, teachers and school administrators are mandatory reporters and must report the incident to child protective services or law enforcement.

(2) If the misconduct is physical, the conduct may be assault, battery, or sexual assault or battery. Assault and battery, including sexual assault and battery, are crimes and must be immediately reported to law enforcement.

- (3) The parent/guardian of the complainant should also be notified.
- b. If a student specifically requests confidentiality of his/her name from the PCQ, the school should grant this request to the extent possible.
 - (1) If the PCQ faces potential criminal charges or cannot otherwise identify the incident in question, the school will disclose the complainant's name to the PCQ to protect the PCQ's due process rights and to enable the investigation to move forward.
 - (2) If the school will disclose the complainant's name to the PCQ, the school shall notify the complainant of the disclosure.
 - c. Retaliation for complaints of misconduct by complainants or witnesses is prohibited.
 - (1) If any retaliation for reporting the incident occurs, such as increased misconduct or additional denials of educational benefits, the complainant or witness should report these incidents to the principal
 - (2) If retaliation is substantiated or proven, the retaliator is subject to involuntary release to student's district of residence
 - (2) If retaliation is substantiated, or proven, and if the retaliator is WSHUHSD staff, the retaliator is subject to disciplinary measures under Personnel Policies.

Investigations of Complaints

1. WSHUHSD treats student complaints seriously.
 - a. The principal or other administrator will initiate an investigation into the incident within forty-eight (48) hours of a complaint.
 - b. The principal or other administrator will conduct a thorough investigation into the facts of the incident to be completed within thirty (30) calendar days of a complaint.
 - c. The principal will notify the parents of the complainant and the PCQ, if the PCQ is a student, of the reported incident, the school's intent to investigate, and the potential consequences if the complaint is substantiated.
 - d. Fact-finding for the investigation will be objective and will focus on the following factors:
 - (1) The age of the complainant(s).
 - (2) The age of the person(s) whose misconduct is in the complaint (Note: children from kindergarten through grade 3 are not subject to discipline for sexual harassment, hate violence or harassment/threats/ intimidation but other age-appropriate measures may be taken).
 - (3) The nature of the misconduct (for example, questionable restriction from programs, unwelcome physical contact, property damage, threats, repeated comments, pictures or writings that are racially explicit and/or degrading).
 - (4) The number of related incidents.
 - (5) The location of the incidents.

(6) The identity, number and relationships of the individuals involved (for example, misconduct by a teacher who is “off duty” may have greater impact on a complainant than similar behavior by another student; a group of students’ misconduct toward one complainant might be more severe than one student’s misconduct toward one complainant).

(7) Statements of any witnesses to the incident, in writing, signed and dated by the witness(es)

(8) Any prior substantiated complaints

(9) Any other facts the investigator finds relevant (for example, a history of negative behaviors, such as teasing by the PCQ or repeated inappropriate comments by a teacher, leading up to the misconduct)

e. The investigator will also conduct a private, confidential interview with the PCQ to get the PCQ’s response to the allegations.

f. The principal or other administrator will notify the complainant and his/her parent/guardian of the investigation’s progress.

(1) Unless a crime or potential criminal act is involved, the complainant may request the investigation to stop at any time. Where WSHUHSD is required by law to continue, or where sufficient information has been gathered to show a problem, WSHUHSD shall move forward with appropriate corrective action without the complainant’s participation.

(2) If the complainant is a minor, the complainant’s parent/guardian must be consulted if the complainant requests the investigation to stop. A conference between the complainant, parent/guardian, and school administrator, point person and/or investigator should be held to discuss the decision.

g. The investigator has up to thirty (30) calendar days to investigate a complaint. The investigator will write a report for each complaint, to be completed and given to the site principal within three (3) school days of the completion of the investigation. This report will include:

(1) A description of the incident

(2) The complainant’s claims

(3) The PCQ’s response

(4) The results of the investigation’s fact-finding:

(a) The results should include all investigated facts and evidence from the factors listed above.

(b) The investigator should include all documents relevant to the complaint and investigation.

(c) These facts and evidence will be summarized objectively.

(5) Conclusions based on the factual findings

(a) The facts will be reviewed impartially.

(b) The investigator will prepare a conclusion for each of the complainant's claims.

(c) Conclusions will be directly tied to the underlying facts supporting them.

(d) Conclusions will clearly state whether or not misconduct occurred.

(6) Recommendations for disciplinary action, see Part V below, or other reasonable, age-appropriate, specific corrective actions to end the discrimination or harassment, eliminate the hostile environment, or eliminate future discrimination or harassment.

2. WSHUHSD will maintain records of all investigations into misconduct claims.

a. These records will be confidential.

b. These records may be used for tracking of complaints in order to improve procedures. If used as part of a study or database, all names of parties will be removed to protect the privacy of the parties.

c. These records may be used to substantiate claims of repeated misconduct or retaliation for reporting misconduct.

Consequences

1. The site administrator will notify the complainant, the PCQ, and their parents or legal guardians of the determination of the complaint, including consequences, within two school days of the investigator's report to the site administrator.

2. Counseling services should be offered to both the complainant and the PCQ.

3. In less severe cases, with notice to the complainant and his/her parent or guardian, the principal or County Superintendent may determine that other consequences are more appropriate. These include:

- a. A written warning
- b. A formal written apology from the PCQ to the complainant
- c. Transfer of the PCQ to another school class or program from a class s/he shares with the complainant, which may require an IEP review if the PCQ is a Special Education student
- d. Detention
- e. Community service

4. Appeal of determination of misconduct

a. If the complaint of misconduct is substantiated and the principal or County Superintendent determines that an involuntary release to student's district of residence is appropriate, the student charged with misconduct has the opportunity to appeal this decision.

b. For lesser disciplinary actions, the student charged with misconduct may request a conference between the student, his/her parent or guardian and the site principal.

(1) The charged student has five (5) school days from the day s/he learns of disciplinary action to request this conference.

(2) The school will hold this conference within five (5) calendar days of the request. The complainant and his/her parent or guardian will be notified of this conference. They may also attend or provide a written statement of their concerns.

5. Unsubstantiated complaints

a. If an investigation does not support the complaint, the complainant and the PCQ will be notified. No disciplinary action may be taken but counseling may be offered to both parties.

b. If an investigation determines that the misconduct claim was false and the complainant made the claim knowing it was false, the complainant is subject to discipline including suspension or involuntary release to student's district of residence.

c. In the event that the complainant is dissatisfied with the determination of an unsubstantiated complaint, the Target may invoke the appeal process from the complaint policy, County Board policy 7380, at whichever step the complainant feels appropriate.

d. In addition, for complaints of discrimination, the complainant may file a complaint at any time with the Office for Civil Rights. WSHUHSD staff shall assist the Target by providing contact information.

6. If the PCQ is a WSHUHSD staff member, refer to Personnel policies regarding employee discipline.

7. If the PCQ is a contractor or vendor, refer to Business policies regarding any available corrective measures.

Bullying Prevention Policies and Procedures

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

BP 5131.2(a)

BULLYING

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

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

Cyberbullying is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. *Cyberbullying* includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

Bullying Prevention

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

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

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

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

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the County Superintendent or designee will develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

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

Complaints and Investigation

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

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

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

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

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

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

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

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

2015 Crime Comparison for Valencia, CA per 100,000 people

*www.homefacts.com

CRIME	1,552 Valencia	3,045 California Total	2,860 National Average
Violent Crime	166	426	373
Murder	3	5	5
Forcible Rape	0	24	28
Robbery	59	135	102
Aggravated	88	254	238
Property Crime	1,385	2,618	2,487
Burglary	311	504	491
Larceny Theft	934	1,677	1,775
Motor Vehicle Theft	141	437	220

Santa Clarita's crime rate is lower than approximately **64%** of California communities. The crime rate in Santa Clarita is one of the lowest in the nation for a city its size.