

Comprehensive School Safety Plan

**2019-2020
School Year**

School: Emmett S. Finley Elementary School
CDS Code: 13631496008510
District: Holtville Unified School District
Address: 627 East Sixth Street
Holtville, CA 92250-1450

Date of Adoption:

Date of Update:

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

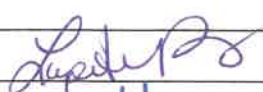

Name	Title	Signature	Date
Holtville Unified School District	Governing Board		
LUPITA PEREZ	Principal		2/13/2020
School Site Council			
Holtville Fire Department	Fire Chief		02/11/2020
Holtville Sheriffs Department	DEPUTY SHERIFF	BYNUM, J. #638	02/12/2020

Table of Contents

Comprehensive School Safety Plan Purpose	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	12
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)	18
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	24
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	35
(E) Sexual Harassment Policies (EC 212.6 [b])	36
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	37
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	37
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	38
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	40
(K) Hate Crime Reporting Procedures and Policies	45
(J) Procedures to Prepare for Active Shooters	45
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	47
Safety Plan Review, Evaluation and Amendment Procedures	50
Safety Plan Appendices	51
Emergency Contact Numbers	52
Safety Plan Review, Evaluation and Amendment Procedures	53
Emmett S. Finley Elementary School Incident Command System	54
Incident Command Team Responsibilities	56
Emergency Response Guidelines	57
Step One: Identify the Type of Emergency	57
Step Two: Identify the Level of Emergency.....	57
Step Three: Determine the Immediate Response Action	57
Step Four: Communicate the Appropriate Response Action	57
Types of Emergencies & Specific Procedures.....	59
Aircraft Crash	59

Animal Disturbance.....59

Armed Assault on Campus59

Biological or Chemical Release.....60

Bomb Threat/ Threat Of violence61

Bus Disaster.....62

Disorderly Conduct63

Earthquake.....64

Explosion or Risk Of Explosion64

Fire in Surrounding Area65

Fire on School Grounds.....65

Flooding66

Loss or Failure Of Utilities66

Motor Vehicle Crash67

Psychological Trauma.....68

Suspected Contamination of Food or Water71

Tactical Responses to Criminal Incidents71

Unlawful Demonstration or Walkout.....71

Emergency Evacuation Map.....72

Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at www.husd.net.

Safety Plan Vision

F Fostering academic, social, and emotional needs

I Individual attention and success for all

N Nurturing and safe environment

L Learning for life

E Envisioning the future

Y Yearly progress through daily strides

MISSION STATEMENT

The mission of Finley Elementary School is to help each child reach his or her full potential emotionally, socially and academically in order to become productive citizens and lifetime readers and learners. It is our goal to provide a safe, nurturing environment that will enable each child to gain self-esteem, respect diversity, develop academic and social skills and become an independent problem solver.

Components of the Comprehensive School Safety Plan (EC 32281)

Emmett S. Finley Elementary School Safety Committee

Assessment of School Safety

Yearly review.

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

HANDLING FIRST-AID AND FATALITIES

Keeping Records on Treatment of Ill and Injured

- Record the name of the injured person who left
- Why the injured person left
- Where the person was taken (i.e. hospital, doctor's office)
- Pin an ID tag on the injured person stating:

o The condition when the person was found

o The first aid treatment is given

o The condition of the person when taken

SCHOOL CRIME REPORTING PROCEDURES

A monthly crime report is filled out and sent to the district office. Copies of the report are kept in the principal's office and are available upon request.

Emergency Drills

During any emergency, the students are to be reminded to remain calm and follow the directions of the teacher or adult(s) who happen to be their immediate supervisor at the time. The drills that we practice are to be taken seriously so that they will be effective.

Fire Drill: When the alarm sounds, the students are to stop what they are doing and listen to their teacher for instructions. Students are to exit the room in an orderly manner without talking or cutting up. After the room is cleared, the teachers shall close the door(s) to the room – but not lock them. The teacher shall remain with their students and ensure they are all in the assigned assembly area or are accounted for. A long single blow on a whistle by the principal or administrative designee will indicate that all is clear and the students may return to their classrooms. Fire drills will be held at least once a month during the school year at varying times during the day. After the students have returned to their rooms, teachers will hold an Earthquake Drill – “Duck, cover, and hold” – but will not need to evacuate as part of the drill unless they feel students need additional practice.

Disaster Drill: This drill is different in that the bell will be a long continual whistle. The students are to evacuate the room and proceed to the south field. Teachers are to ensure all students are accounted for and when the buses or parents arrive they are to supervise and account for their students by logging who picked up the students and the time of departure. The teachers will report to the Command Post any injuries or students who are missing by sending a student runner. The teacher shall instruct the runners to stay clear of the buildings or any other dangerous areas.

ADMINISTRATION OF REQUIRED MEDICATIONS AT SCHOOL

(Exhorts from letter from Delaine Eastin, State Superintendent of Public Instruction, Sept. 5, 1997)

Parent permission and physician authorization forms must be completed for all medications, including those purchased over the counter. The student's physician must provide a written statement detailing the amount of medication and the method and time schedules by which the medication is to be taken. Requests for administering required medication at school should be updated annually or more frequently if there is a change in the medication, dosage, or time schedule.

Parents or guardians must provide the medication in a container labeled by a California pharmacist or, in the case of an over-the-counter medication, in the original container and should deliver the medication to the school personally or send it with a designated adult.

All students should receive the necessary services and support from personnel who have been appropriately trained by a credentialed school nurse, public health nurse, or physician. A parent may come to school to administer the medication on a prearranged schedule.

Students who need medication while at school may carry emergency medication (such as asthma inhalers, insulin, etc.) and self-administer such medication under the supervision of school personnel, provided the following conditions are met: (1) the student is physically, mentally, and behaviorally capable, in the written opinion of the parent, physician, and credentialed school nurse, to assume that responsibility and has been adequately instructed at home; (2) the medication is necessary to the student's health and must be taken during school hours; (3) the student has successfully demonstrated self-administration of the medication to the credentialed school nurse; and (4) supervision is provided by the credentialed school nurse, when available, or by designated school personnel.

A log should be developed and maintained for recording medications that are administered at school. This log documents all medications administered and serves as protection for both the district and the student.

All students should receive the necessary services and support from personnel who are authorized, trained, and supervised in administering medications to students in school. School administrators should designate those persons responsible for administering medications in their schools. A credentialed school nurse should conduct annual in-service instruction for any staff member who will be administering medications.

If the medication changes during the school year, the remaining medication should be given to the parent or guardian at the time of delivery of the new medication. The parent or guardian should take any remaining medication home at the end of the school year; medications not claimed at the end of the school year should be discarded as recommended by the local health officer and appropriate OSHA guidelines. The medication log and authorization form are to be placed in the student's health folder component of the cumulative record.

FIRST AID: How to Proceed in Case of Injury of Pupil

Important Numbers

Police/Fire: 9-1-1

SCHOOL NURSE'S CELL PHONE: 996-8477

School Nurse's District Office: 356-4811

SERIOUS INJURY OR ILLNESS

STAY CALM!!!!!!

Do Not Move patients until the extent of the injury is determined.

- For a life-threatening emergency, CALL 9-1-1
- Notify principal; Notify nurse and render first aid.
- Notify the parent/guardian immediately and arrange for transportation and care.
- Check for breathing: If absent, give mouth-to-mouth.
- Check for a pulse: If absent, begin compressions and continue CPR.
- If breathing and pulse are intact: Check for severe bleeding: If present, apply pressure, to stop bleeding.

- Treat for Shock: Maintain body temperature. Cover to prevent loss of body heat, but avoid excessive warmth.
- Render appropriate first aid until emergency personnel arrives.
- Fill out the appropriate report of an accident or injury.

FIRST AID

CUTS AND ABRASIONS

Superficial Wound

- Cleanse wound with soap and water. Dry thoroughly.
- Apply antiseptic using cotton.
- Apply a dressing if wound is bleeding. (Minor abrasion, leave open to the air.)
- If abrasion is extensive, deep, or has embedded material, notify the parent. Advise medical care by the physician.

Deep Irregular Wound

- Cleanse around the wound.
- Apply clean, dry dressing.
- Refer for medical attention.

Puncture Wound

- Cleanse with soap and water.
- Apply antiseptic.
- DO NOT COVER WOUND (If the cover is needed due to bleeding, cover loosely and instruct cover to BE REMOVED as soon as possible.)
- Refer for medical care and possible tetanus prophylaxis.

ASTHMA

- Let the patient assume the position in which it is easiest to breathe.
- Stay calm and reassuring.
- Instruct individuals to use deep breathing techniques. Breathe in through the nose and blow out through the mouth.
- Send someone immediately to get the student's inhaler.
- Follow serious injury protocol.

BITES

Animal

- Cleanse wound thoroughly with soap and running water. Dry thoroughly.
- Apply sterile bandage.
- Notify parents for a referral to the doctor for treatment.
- Obtain information on the incident and notify Animal Control, when appropriate.

Human

- Wash wound with soap and running water. Dry thoroughly.
- Apply a sterile dressing.
- Notify parents and recommend medical consultation. If the skin is broken, treat as bloodborne pathogen exposure.
- Prepare incident report

Bee Stings and Insect Bites

- Remove the stinger, if present, by SCRAPING AWAY-NEVER SQUEEZE!!!!
- Apply ice to slow absorption and relieve pain.
- Check student records to see if the child has a history of bee sting allergy.
- Notify parent of the event.
- Cleanse the area with antiseptic.

- Follow serious injury routine if needed for allergic reactions. (Signs & Symptoms: weakness, hives, swelling of the eyes, face, or tongue, nausea, difficulty breathing and swallowing, unconsciousness.)
- Observe students for signs of allergic reactions for 30 minutes.

Snake Bites

- Have the patient lie down and keep calm, keep from moving around.
- Call 911 at once, while notifying parents.
- NEVER APPLY ICE!
- Following serious injury routine as needed.
- Notify Animal Control.

BLEEDING

Wound

- Apply direct pressure via bandage and/or to pressure points.
- Treat for shock and follow serious injury routine as indicated.

Nosebleed

- Have the patient sit with the head slightly FORWARD.
- Apply firm pressure to lower portion of nose for at least 5 minutes.
- If bleeding prolonged or severe, notify the parent and advise medical care.
- Advise against nose blowing and active play for 24 hours.

BLISTERS

- DO NOT BREAK OPEN
- If the blister is open cleanse and apply a dressing.

BURNS

Simple

- Soap in room temperature water 15-30 minutes and apply a dry sterile dressing.

Severe

- Treat for a shock as needed.
- Call 911 immediately, while notifying parents.
- Rinse with sterile room temperature water.
- Wrap with a clean or sterile dressing. DO NOT OPEN BLISTERS.

EARACHE / FOREIGN BODIES

- DO NOT APPLY HEAT OR COLD TO EAR.
- Take temperature.
- Examine for drainage or foreign body.
- Notify parents of complaints and findings and recommend doctor visits.
- DO NOT REMOVE foreign bodies, refer to doctor.

EYE

Foreign Body

- Flush eye with clean, cool water for at least 5 minutes.
- DO NOT ATTEMPT TO REMOVE EMBEDDED OBJECTS.
- If unable to flush the foreign body out and/or pain persists, notify the parent and advise immediate medical care by a doctor.

Chemical Burns

- Irrigate immediately with large amounts of cool, clear water for at least 30 minutes.
- Evaluate the need for serious injury protocol/refer for immediate medical care.
- Cover the eye with a sterile compress.
- Send information with a patient with information on the chemical.

Blows

- Check for internal bleeding, blurred vision, pain/discomfort-if noted, obtain immediate medical attention.
- Apply a cold compress.

Penetrating Injuries

- DO NOT WASH EYE OR ATTEMPT TO REMOVE OBJECT.
- Cover both eyes loosely with a sterile dressing.
- May use a cup to cover the object and eye.
- Keep students quiet-prevent from moving.
- Obtain immediate medical attention.

FAINTING/DIZZINESS

- Fainting: Lay person down with feet elevated and maintain an open airway.
- Dizziness: Have the patient assume a sitting position with head low and take deep breaths, or lie down.
- Have patient rest until recovered and refer as indicated.

FRACTURES (SUSPECTED FRACTURE)

- Immobilize the injured part (splint, sling, etc.) as it appears.
- Treat for shock if indicated.
- Apply ice to prevent swelling, if possible.
- DO NOT move patient until first aid given.
- DO NOT ATTEMPT TO STRAIGHTEN DEFORMITY.
- If a neck or skull fracture suspected, DO NOT MOVE patient until paramedics arrive.
- Have a parent or ambulance (as indicated) transport patients for immediate medical care.
- Obtain data and complete accident report.

HEAD INJURIES

- Keep the patient lying down.
- Observe for symptoms such as unequal pupil size, blurred or distorted vision, bleeding from facial orifices or wounds, level of consciousness, and difficulty breathing.
- Follow a serious injury routine.
- Notify parents and refer to medical care.

NOSE

- DO NOT TRY TO REMOVE FOREIGN BODIES IN NOSE.
- Notify parents and refer to the doctor.
- For nosebleeds, see the BLEEDING section.

POISONS

- Identify poison, amount consumed and time of ingestion.
- Call 911.
- Notify parent.
- Send a bottle of poison and vomit, if any, with a child to the emergency room.

SEIZURES

- Lay patient of side and maintain an open airway.
- Prevent self-injury to patients.

- DO NOT PUT ANYTHING IN THE MOUTH.
- DO NOT HOLD INDIVIDUAL DOWN.
- As seizure ends, allow rest period.
- Call 9-1-1 if seizure activity is continuous or non-subsiding in nature.
- Notify parent, refer to doctor when indicated.

First Aid for Seizures

(Convulsions, generalized tonic-clonic, grand mal)

- Cushion Head
- Loosen Necktie
- Turn On Side
- Nothing In Mouth
- Look For ID
- Don't Hold Down
- As Seizure Ends
- Offer Help

WHAT THE SEIZURE LOOKS LIKE:

Sudden cry, fall rigidity, followed by muscle jerks, shallow breathing or temporarily suspended breathing, bluish skin, possible loss of bladder or bowel control. The seizures usually last a couple of minutes. Normal breathing then starts again. There may be some confusion and/or fatigue, followed by a return to full consciousness.

WHAT TO DO:

Look for medical identification. Protect from nearby hazards. Loosen ties or shirt collars. Protect head from injury. Turn on the side to keep the airway clear unless injury exists. Reassure as consciousness returns. If a single seizure lasted less than 5 minutes, ask if the hospital evaluation wanted. If there are multiple seizures, or if one seizure lasts longer than 5 minutes, call an ambulance. If person is pregnant, injured, or diabetic, call for aid at once.

WHAT NOT TO DO:

Don't put any hard implement in the mouth. Don't try to hold tongue. It can't be swallowed. Don't try to give liquids during or just after the seizure. Don't use artificial respiration unless breathing is absent after muscle jerks subside, or unless water has been inhaled. Don't restrain.

Although most seizures end naturally without emergency treatment, a seizure in someone who does not have epilepsy could be a sign of serious illness. Call for medical assistance if:

- A seizure lasts more than 5 minutes
- No "epilepsy/seizure disorder" I.D.
- Slow recovery, a second seizure, or difficult breathing afterward
- Pregnancy or other medical I.D.
- Any signs of injury

Medical Conditions Other Than Epilepsy Can Cause Seizures:

- Diabetes
- Brain Infections
- Heat Exhaustion
- Pregnancy
- Poisoning
- Hypoglycemia
- High Fever
- Head Injury

When these conditions exist, immediate medical attention is necessary.

SHOCK

- Place patient horizontal with feet elevated.
- Keep the patient calm and quiet.
- Cover to maintain body temperature.
- Follow serious injury protocol.

SKIN CONDITIONS

- INFECTION: Cover lesion, notify the parent and refer to the doctor.
- RASHES: Exclude from school if suspected to be contagious. Notify parents and refer to the doctor.

SPLINTERS

- Remove if readily accessible.
- Apply antiseptic.
- If deeply imbedded, notify the parent.

SPRAINS

- Treat as fractures until diagnosed.
- Elevate the part, apply a cold compress.
- Notify parent.

SWALLOWED FOREIGN BODIES

- Monitor airway.
- Notify parents and refer to medical care.

FIRST-AID KITS

- Each classroom will have a first aid kit with basic supplies provided each year.
- Each school office/health office will have replacement supplies.
- For field trips, special kits will be provided. The School Nurse must be notified of trips for these kits.

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

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

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

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her

employment (Penal Code 11165.6)
(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice-principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144 - Discipline)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity)
(cf. 6145.2 - Athletic Competition)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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; athletic coaches, administrators, and directors; administrators and employees of a licensed child daycare facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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

Reportable Offenses

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

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

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

Responsibility for Reporting

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

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

shall thereafter make the report. (Penal Code 11166)

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

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

(cf. 1240 - Volunteer Assistance)

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)

Imperial County Department of Social Services

Child Abuse Hotline
(760)-337-7750

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

2. Written Report

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

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or the welfare department or the police or sheriff's department.

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

a) The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b) The child's name and address, present location, and, where applicable, school, grade, and class

c) The names, addresses, and telephone numbers of the child's parents/guardians

d) The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

e) The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

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

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with the law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or another person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated, reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in the identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain the proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (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. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

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

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

(cf. 1312.1 - Complaints Concerning District Employees)

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

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

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

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

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

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

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any

other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

Regulation HOLTVILLE UNIFIED SCHOOL DISTRICT

Exhibit

Section 11166 of the Penal Code requires any child care custodian, health practitioner, firefighter, animal control officer, or humane society officer, an employee of a child protective agency or child visitation monitor who has knowledge of or observes a child in his/her

professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

"Child care custodian" includes teachers; an instructional aide, a teacher's aide, or a teacher's assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the State Department of Education; a classified employee of any public school who has been trained in the duties imposed by this article, if the school has so warranted to the State Department of Education; administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; administrators and employees of public or private youth centers, youth recreation programs, and youth organizations; administrators

and employees of public or private organizations whose duties require direct contact and supervision of children and who have been trained in the duties imposed by this article; licensees, administrators and employees of licensed community care or child daycare facilities; headstart teachers; licensing workers or licensing evaluators; public assistance workers; employees of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities; social workers, probation officers or parole officers; employees of a school district police or security department; any person who is an administrator or a presenter of, or a counselor in, a child abuse prevention program in any public or private school; a district attorney investigator, inspector, or family support officer unless the investigator, inspector or officer is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor; or a peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of this code, who is not otherwise described in this section.

"Health practitioner" includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, optometrists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Professions Code; marriage, family and child counselors; emergency medical technicians I or II, paramedics, or other persons certificated pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code; psychological assistants registered pursuant to Section 2913 of the Business and Professions Code; marriage, family and child counselor trainees as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code; unlicensed marriage, family and child counselor interns registered under Section 4980.44 of the Business and Professions Code; state or county public health employees who treat minors for venereal disease or any other condition; coroners; paramedics; and religious practitioners who diagnose, examine, or treat children.

"Child visitation monitor" means any person as defined in Section 11165.15.

I have been informed of the above law and will comply with its provisions.

(Type employee's name below the line, requiring signature above)

This statement is a permanent record of the district. The cost of printing, distribution, and filing of these statements is borne by the district.

This subdivision is not applicable to persons employed by child protective agencies, public or private youth centers, youth recreation programs and youth organizations as members of the support staff or maintenance staff and who do not work with, observe, or have knowledge of children as part of their official duties.

Holtville Unified School District
Holtville, California

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

Disaster Plan (See Appendix C-F) DISASTER PREPAREDNESS PLAN

2019 - 2020

In the event we should experience an incident of violence on our campus or the threat of one, there are a few things that can be done to protect our students as well as ourselves. In all cases, keep calm, think, act appropriately for the situation.

In the Classroom

If you hear, "DRILL-LOCKDOWN," you will know it is only a drill.

If you hear, "LOCKDOWN," you will know it is a real incident and it is a lockdown situation. All students and staff are to remain inside, with doors locked.

In either situation you shall take the following precautions:

1. Close your doors and lock them
2. Have your students take cover away from the center of the room, out of sight from the windows.
3. Stay off the phone, you will be called if necessary. (This includes the use of cell phones.) Further directions will be given over the paging system or via email or text.
4. Reassure your students and remain calm.
5. An all-clear will be given over the paging system.

On the Playgrounds

The playground supervisors shall direct the students into the nearest classroom, take cover, and follow the above procedures.

In the Cafeteria

Students who are in the cafeteria shall stay there, move out of sight from the windows, take cover and follow the above procedures.

BELL SYSTEM

For Alarms

Fire Drill: 3 bells, pause, 3 bells, pause, repeat

Earthquake Drill: 1 long bell

Retaining Students During a Disaster

It shall be the policy of Finley Elementary School to hold all students during a disaster until clearance for their dismissal has been obtained from the office, or until picked up by a parent, legal guardian, or appropriately authorized individual.

According to Civil Defense authorities, school buildings, as a rule, represent more solid and safe construction than most homes or other dwellings. In addition, school grounds provide large clear and unobstructed areas for evacuation.

Release of Students

Students will be released during a disaster, occurring during the regular school day, only if their parents, legal guardians, or a previously designated adult comes to the school personally to pick them up.

The fact that parents know where their children are, that they are under the supervision and that precautions for their safety will be observed should help to prevent panic and confusion.

Participation in Drills

How one reacts in emergencies will depend largely on how well one has been trained to react. Therefore, frequent instruction and practice are important so that all involved react automatically to emergency signals and situations.

The Education Code of the State of California provides that the system of drills in the area of Civil Defense Preparedness and Fire, once adopted by a Board of Education, becomes a requirement for all students.

All occupants of the school site, including teachers, administrators, classified employees, and other adults or children must leave the school's buildings during a drill. Students are to leave the buildings in an orderly and rapid manner.

Minimum drill requirements are listed on page 23. The more these drills become a matter of routine for the students, the less the students are apt to panic if a disaster occurs.

Staff members employed with the Holtville School District have access to CPR/First-Aid training every year from the school nurse. All staff is encouraged to keep their CPR certificates current and teachers are required to attend trainings that are held during staff meetings.

Signal Devices

A whistle, electronic alarm or messenger may serve as a signaling device. The electronic alarm is used for monthly fire drills. (See map) The whistle alarm is used for evacuation of the entire school whenever the electronic alarms are not working. A messenger would be used only on an "as needed" basis.

Emergencies during Breaks

In the event of an emergency during recess, passing period, or lunch break, students should line up in the area where they are located until the teacher comes out to get them.

Drills

Fire, Earthquake or Evacuation:

Signal:

- Short, intermittent signals are given via the school bell system until the conclusion of the drill and the issuance of the "All Clear" signal.

or

- A long whistle blast

Checklist:

- A map of evacuation routes posted near your “exit” door
- An emergency backpack with at least the following: student roster, evacuation map, list of special teams, buddy list, pen and pencil(s), red and green paper, red “flag”
- Emergency water

Procedure:

- Emergency drills are to be held a minimum of once per month
- At the sound of the alarm, students quietly line up to evacuate
- Students and adults evacuate the building to designated areas according to the Principal’s prearranged plans
- The teacher will be the last person to leave the classroom, taking the class record and/or roll and keys with him/her, and closing the doors and windows if possible
- Teachers will not lock the door upon exiting
- Teachers will take attendance when the evacuation area is reached
- Teachers will hold the green “all clear” paper or red “problem” paper
- Students should remain quiet at all times
- DO NOT USE CELL PHONES! You may take yours with you, however, and you will be advised if they need to be used.
- The Command Center will be located in the open area, in the north field of the school.
- The containers marked with the Red Crosses will be taken immediately to the Command Center. These contain our emergency and search and rescue equipment
- First Aid should report to the Command Center and be ready for any emergencies
- Search and Rescue and First Response Teams should report to the Command Center
- Search and Rescue and First Response teams will search all rooms and report to the Command Center
- Student emergency cards will be located at the Command Center
- If the need arises to evacuate to our off-campus site, you will be advised by runners or by megaphone
- An ALL CLEAR bell will signal when it is safe to return to class

Reporting: All drills are recorded by the principal or vice-principal on the Emergency Drill Form and are available for review upon request.

Earthquake or Other Disaster:

Signal: Fire Alarm via bell system, a long blast on the whistle, or teacher/designee order to “drop”.

Note: In a real earthquake the shock or tremor will be the signal, in which case each teacher and his/her class will proceed immediately as indicated below.

Procedure: KEEP CALM – DO NOT RUN

If indoors:

- Move away from windows or other potential hazards such as bookcases
- Drop to the floor beneath a desk, chair, table or bench with back to any windows.
- If there is nothing to get under, get close to an inside wall, away from windows.
- In a bent, and crouched over position, bury face in the crook of one elbow, place the other hand over the back of the neck. (Duck and cover position)
- Cover the head with a coat or sweater or notebook if handy
- Be quiet so that directions may be given/heard
- Stay in drop position until the shaking subsides or until further directions are given
- After shaking is over, and/or evacuation signal is given, evacuate rooms and go to the designated area on the field as for fire/disaster
- When leaving a classroom building, take an emergency pack
- When going to the evacuation area, make every attempt to avoid any overhead power lines

- If an injured person must be left behind, tag the door with the red “flag” to alert Search and Rescue teams
- Follow the same procedures as for fire/disaster

If outdoors:

- Get clear of all buildings, overhead and/or exposed wires, windows or any other potential hazard (walls, power poles, trees, loose wires, metal fences, etc.)
- Lie flat on the ground and bury face in the crook of one elbow, place the other hand over the back of the neck
- When shaking has stopped, report to evacuation area on the field and wait for further instructions

Note:

The site supervisor has the option (after complying with the above) either to evacuate the buildings using the fire drills signals and procedures or to return to a regular school routine.

In the case of a real earthquake, the evacuation or fire drill signal is given to evacuate the buildings after the initial earthquake shocks have subsided. In the event of a loss of power, if in the judgment of the teacher it is advisable and necessary to evacuate the classroom for safety, the standard evacuation procedures should be followed.

Recall:

The Principal or Designee will use the regular signal, which calls all students into the buildings at any time.

Teachers and staff should:

- Assume drop position with students – if possible monitor student’s positions.
- Give directions to evacuate after the tremor has stopped if deemed safe – check outside the door first to see if debris is coming down.
- Evacuate students who can walk. Account for all students; locate missing students.
- If someone is injured and must be left behind, place a red flag (plastic) on the door indicating an emergency and escort the mobile students to their evacuation site. (Any students who can’t walk on their own should be left behind.)
- Take an emergency kit with students to the evacuation sites. Have the students sit down once the evacuation site is reached.
- Take roll on the student roster at the evacuation site – note which students are absent, which students are injured, and which students were left in the classroom or are missing. Send the student roster to the Command Center with a runner.
- Teachers pre-assigned to a Special Team must report to the Command Center for assignment while leaving the class with a fellow teacher.
- Teachers not assigned to a Special Team should remain with the student until given further instruction.

Remain calm and reassuring!

Emergency Checklist

- _____ 1. A map of evacuation routes posted near your “exit” door?
- _____ 2. An emergency backpack with at least the following: Student roster, evacuation map, list of special teams, list of buddies, ink pen, note cards, red paper & green paper, red “flag”
- _____ 3. Information in first-aid/disaster kit near the door is up-to-date (copies of the class roster)
- _____ 4. Bottled emergency water
- _____ 5. Have students been trained to immediately “drop, cover, hold” and remain calm and undercover immediately upon feeling an earthquake tremor?
- _____ 6. The class has been drilled on evacuation procedures, routes, and destinations

_____ 7. “Buddy” classrooms have drilled together so teachers have practiced their roles

_____ 8. The classroom has been checked for hazards – hazards corrected by the teacher (i.e. heavy boxes, books on top of cupboards) have been removed

Preparation and Prevention are key to minimizing casualties

Required Drill Schedule

Emergency drills will be held a minimum of once a quarter while school is in session. The principal or vice-principal will maintain a log of drills held each quarter.

Two types of practice drills are required each month as specified above. They are to be reported each year to the District Office on the Emergency Drills – Report form. More drills may be held at the option of the Principal. The Holtville Fire Department may call fire drills at any time.

Because a disaster can occur at any time of the day, when pupils may be in any given area, drills should be scheduled at various times and under varying circumstances. Pupils and staff should learn to respond properly to warning signals whether they are in the cafeteria, auditorium, on the school grounds, in the halls or corridors, or in the classroom. Specific instructions covering the above circumstances should be effectively communicated to all students.

Required Drills – Monthly Report Forms

A log and individual reports of all emergency drills that are held will be kept in the principal’s office in a binder. It is available for viewing upon request. Drills are held a minimum of once a quarter. A copy of the drill form is on the following page.

PROCEDURES FOR SPECIFIC EMERGENCIES

Africanized Honey Bee

If a swarm of bees is spotted, follow these procedures:

1. Evacuate all students from areas near the swarm. Students and Teachers should stay away from the area until it is safe.
2. Notify the School Administration, who will...
 - a. Contact the Africanized Bee Hotline at 337-5386.
 - b. Notify the District Office immediately.
 - c. Upon consultation with the District Office, staff may contact Terminix as well.

Site staff should not attempt to deal with a bee swarm on school grounds

Bee Sting Emergencies

- Remove stinger quickly
- Remove stingers in a sideways scraping motion using a credit card, or something similar.
- Ice packs may reduce swelling (available in the office)
- A sting-kill ointment may reduce pain
- If the stinging victim shows signs of a systemic allergy, or swelling beyond two joints (i.e. if you are stung in the finger, and swelling extends through wrist and elbow) call 9-1-1 immediately.

What Students should know...

1. Africanized and domestic honeybees look the same to the naked eye, so stay away from all bees.

2. Africanized bees will build a nest almost anywhere, even on the ground.
3. If you know of any wild bee nest, notify an adult so that the nest can be removed.
4. Africanized bees defend a wide area around their home, so you may not even see the hive before the bees start buzzing around you.
5. Large numbers of Africanized bees are likely to sting when they sense someone too near their nest.
6. If you get stung or hear bee buzzing, get away as quickly as possible. Get into a building or car if possible.
7. A honeybee will leave its stinger in your skin if it stings you. You need to get the stinger out by scraping it away. Do not pinch or pull the stinger out. Put ice on a sting to reduce the swelling.

Air Pollution Alert

In the event of an air quality emergency, the District is notified by the Air Quality Management District of the nature of the episode.

The District next notifies each school site of the air quality alert.

Procedures:

1. Alert office staff and other personnel to the possibility of air pollution episodes.

STAGE 1 Alert (Unhealthful Air Quality)

- A. Notify appropriate staff (nurse, P.E. teachers, classroom teachers who conduct outdoor activities, etc.) of the alert.
- B. Staff who supervises pupils with special health problems, including heart and respiratory ailments, should instruct such pupils to follow precautions recommended by their physicians in refraining from all vigorous or strenuous activities until otherwise notified.
- C. See that vigorous and strenuous outdoor activities such as running or competitions, which increase the respiration rate markedly for an extended time, are prohibited.

STAGE 2 Alert (Very Unhealthful Air Quality)

- A. Practice sessions that involve vigorous and strenuous activities (either indoors or outdoors) that markedly increase the respiration rate for an extended time period must be cancelled and/or rescheduled.
- B. Interscholastic contests may have to be rescheduled.
- C. Remain alert to the possibility of a Stage 3 Alert or to the termination of the existing alert level.

STAGE 3 Alert (Hazardous Air Quality)

- A. Continue actions taken in Stage 1 and Stage 2.
- B. Take additional protective measures deemed necessary.
- C. The Superintendent shall declare when and if the school day is to be shortened.
- D. Keep the Superintendent apprised of any atypical local condition.
- E. All persons are advised to remain indoors, keeping windows closed. All persons should minimize physical exertion and avoid traffic.

Public Agency Use of School Buildings for Emergency Shelters

All facilities will be made available in the event of an emergency.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

AR 5144.1 (a)

SUSPENSION AND EXPULSION/DUE PROCESS

Definitions

A suspension means the removal of a student from ongoing instruction for adjustment purposes. However, the suspension does not mean

any of the following:

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

Expulsion means the removal of a student from the immediate supervision and control or the general supervision of school personnel.

Notice of Regulations

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

Grounds for Suspension and Expulsion: Grades K-12

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant
5. Committed or attempted to commit robbery or extortion
6. Caused or attempted to cause damage to school property or private property
7. Stole or attempted to steal school property or private property
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products
9. Committed an obscene act or engaged in habitual profanity or vulgarity
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
11. Knowingly received stolen school property or private property
12. Possessed an imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

AR 5144.1 (c)

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

16. Engaged in, or attempted to engage in, hazing

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

17. Engaged in an act of bullying

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

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

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

AR 5144.l(d)

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

a. A message, text, sound, video, or image

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

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

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

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

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

Additional Grounds for Suspension and Expulsion: Grades 4-12

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

AR 5144.l(e)

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

1. Committed sexual harassment as defined in Education Code 212.5

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

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

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.

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

Suspension from Class by a Teacher

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

AR 5144.l(f)

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

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

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

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

Suspension by Superintendent, Principal or Principal's Designee

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

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

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

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

When other means of correction are implemented prior to imposing a suspension or supervised suspension upon a student, the

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

AR 5144.I(g)

Length of Suspension

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

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

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion.

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school.
2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.

AR 5144.I(h)

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in-person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school.
4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference.
5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed:
 - a. The extension of the original period of suspension is preceded by a notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
 - b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.
 - c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting.

AR 5144.I(i)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

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

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

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

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

On-Campus Suspension

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

1. The on-campus suspension classroom shall be staffed in accordance with the law.
2. The student shall have access to appropriate counseling services.

AR 5144.I(j)

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

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

Superintendent or Principal's Authority to Recommend Expulsion

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

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous objects of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of

over-the-counter medication for his/her use or other medication prescribed for him/her by a physician

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

Student's Right to Expulsion Hearing

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

AR 5144.1(k)

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

Stipulated Expulsion

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

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

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

Rights of Complaining Witness

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

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

AR 5144.1(1)

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

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise

complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion hearing is pending.

Written Notice of the Expulsion Hearing

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

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

AR 5144.I(m)

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

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

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

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

Conduct of Expulsion Hearing

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

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

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television.

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
(Education Code 48918(g))

AR 5144.I(n)

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the

action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government

Code 11455.20. Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below.

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

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

AR 5144.I(o)

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support people. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school if there is no good cause to take the testimony during other hours

AR 5144.I(p)

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed.

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of

Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certified personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled.

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

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

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

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

AR 5144.I(q)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If expulsion is ordered during the summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred.

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

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

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

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12"

AR 5144.I(r)

2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian
3. Notice of the right to appeal the expulsion to the County Board
4. Notice of the alternative educational placement to be provided to the student during the time of the expulsion
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll in the student's status with the expelling district, pursuant to Education Code 48915.1

The decision to Suspend Expulsion Order

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

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

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

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

AR 5144.I(s)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.I(b).
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board.

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify the appropriate city or county law enforcement

authorities of any student act of assault which may have violated Penal Code 245.

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

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

AR 5144.l(t)

Placement During Expulsion

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

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

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

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in 1 any of grades 7-12.

Readmission After Expulsion

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

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for an open session is received from the parent/guardian or adult student, it shall be honored to the extent that the privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

AR 5144.l(u)

4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative education program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

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

Maintenance of Records

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

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

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

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

Holtville Unified School Districts SIS system automatically tracks all students disciplinary history, and when a student is guilty of falling under the definition of a "Dangerous Pupil" our SIS system places a red "SSA" (Safe School Act Notification) box at the top right-hand corner of that student's information screen that is accessible by all teachers, notifying teachers of that students SST status.

The Holtville Unified School District Governing Board has established procedures to ensure the safety of students, parents, and school employees. The following is a list of board policies and administrative regulations that address the procedures to notify teachers of dangerous students:

- Board Policies

The Superintendent or designee shall ensure that employees are informed, in accordance with the law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

Local Law Enforcement/Probation shall provide to the administration of Holtville Unified School District information on each student who has: (1) during the previous three school years, engaged in any suspend able or expendable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assign appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Aggressive Behavior in Students

Creating a safe school requires having preventive measures in place for children's mental and emotional health. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Staff members at Holtville Unified School District have received training in conflict resolution and confrontation skills. Holtville Unified School District uses a comprehensive approach to school violence prevention. Students are identified in their school career using measures shown to be highly effective in identifying students with antisocial and aggressive tendencies. These measures include:

(a) the number of disciplinary referrals to the office, (b) observed aggressive behavior, and (c) teacher observation.

Mental Health Programs

Assigned to Holtville Unified School District are two part-time school psychologists, two counselors, and one school nurse. District programs contributing to mental health goals include: The district utilizes local police, sheriff, and narcotic agencies and the Imperial County Office of Education resource programs for drug and alcohol prevention. HUSD also allows high school clubs to promote abstinence from drugs and alcohol. Staff shall identify students in need and bring forth the student and the family to the school's student study team. Staff shall implement the EDCR Incident Crisis Response Plan for "suicide" in cases where a student exhibits specific characteristics. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted.

Professional Development

The Holtville Unified School District provides professional development for teachers, parents, and community members. The goals of such programs are to help others establish and nurture a healthy sense of self-confidence and self-control to develop personal and social responsibility and to enhance academic success.

Student Recognition Programs

Holtville Unified School District offers recognition and award programs. Recognition is given for academic achievement, Accelerated Reader, attendance, agricultural projects, music and band, art, extracurricular achievement, and athletics.

Plan(s) and method(s) are available to identify isolated and troubled students, help foster positive relationships between school staff and students, and promote meaningful parental and community involvement.

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

The Holtville Unified School District Governing Board has established procedures to ensure the safety of students, parents, and school employees. The following is a list of board policies and administrative regulations that address the discrimination and harassment policies:

- 4119.11 – Sexual Harassment
- 5145.3 – Nondiscrimination/Harassment

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

- What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
- A clear message that students do not have to endure sexual harassment
- Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
- Information about the person(s) to whom a report of sexual harassment should be made

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.

Disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Nondiscrimination and Fair Treatment of Students

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and to help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members shall:

- Be treated with dignity, respect, and fairness
- Encourage and maintain high expectations
- Model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity
- Contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities, and programs through participation and cooperation in support of the education of all students.

A copy of the "Parent-Student Handbook" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

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

There is a district-adopted dress code. This is sent home the first day of school with the enrollment packet. If a student wears clothing not within the approved limits, parents will be notified and asked to bring proper clothing to the school for the student to change into. In an effort to keep students in the classroom, students may be loaned appropriate clothing if available.

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

Ingress Procedures

Students are to enter from the North or South door and then go to the appropriate playground area.

All bus students are to be dropped off at the bus stop on the North side of the school and proceed to the cafeteria or the appropriate playground area, the primary playground (for grades K-2), or the secondary playground (for grades 3-5). Students must proceed to supervised playground areas and may not meander around their classrooms.

All students arriving in cars may use the loading and unloading areas around the school. Parents may not use these areas as parking areas to walk their children to their classrooms. Parents wanting to get off of their vehicles must use other parking areas not designated as pick-up or drop-off areas. Students being dropped off must proceed to the cafeteria or the appropriate playground. Students must proceed to supervised playground areas and may not meander around their classrooms.

Egress Procedures

All bus students are to report to the bus zone (upper grade playground area) and wait under the supervision of the bus duty supervisors. Students will load on the buses according to their route and be in line and ready to go as soon as the bus supervisor signals for them to line up.

All students being transported by cars immediately after school lets out are to report to the pick-up areas assigned by the school or to areas prearranged by the parents as a pick-up point.

All students who walk home or ride their bikes to school must walk on the side walks or appropriate side of the street and cross streets only in areas where there are designated cross walk areas. If there is a crossing attendant present, students must follow the directions of the crossing attendant and cross when instructed. Students riding their bikes must dismount and walk their bikes across the crosswalk areas.

Students who stay after school for tutoring or homework center must make prior arrangements with parents to meet at a predestinated area.

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

Component:

Finley School has several policies and programs to assure a safe and orderly environment. Each classroom has implemented a discipline plan designed to maintain a learning environment conducive to the needs of all pupils. These plans encourage good behavior, provide for communication between school and home, and involve the office when appropriate.

Safe routes to school and a school wide discipline plan are reviewed periodically with all students and printed in the "Parent Rights Packet" given to all parents. _____ provides incentives to encourage and reward good behavior.

Occasionally parents take their child out of school before the usual dismissal time. Parents must get office clearance before taking a child from school. Children are signed out through the office. They are not released from the classroom. This is a safety precaution to ensure that children are not released to unauthorized persons. Finley School requires that all visitors check in at the office and wear a pass before entering the campus.

Element:

SCHOOL'S PHYSICAL ENVIRONMENT

Safety Concerns

- Securing the campus perimeter
- Maintaining hazard-free grounds
- Creating a safe and inviting appearance
- Minimizing vandalism
- Reconstruction

Securing the Campus Perimeter

All visitors and volunteers check in through the office. Visitors and volunteers are given a pass (sticker). Unknown visitors who do not have a pass are questioned and/or reported and sent to the office.

Maintaining Hazard-Free Grounds

The custodians and playground supervisors survey the campus on a daily basis checking for dangerous situations, hazards, or areas of concern. They also check play areas for glass or other dangerous objects on a regular basis.

Creating a Safe and Inviting Appearance

Finley custodians clean and check classrooms and bathrooms on a daily basis.

Minimizing Vandalism

Any graffiti is promptly removed by the custodian.

Opportunity for Improvement:

Install playground shades

- Safe student loading zone

- Articulated parent emergency pick-up plan, including a planned Emergency Drill where parents are asked to participate
- Updated bathroom facilities
- Additional shade on campus
- Basic repairs in classrooms

Safe Student Loading Zone

An adult supervisor escorts primary students to vehicles in the designated loading zone near the Kindergarten wing. Parents should not to pick up in the Bus Loading Zone. There is a loading zone located on the west side of the campus on Chestnut Street.

Basic Repairs in Classrooms

These are reported to Mr. Celso Ruiz, Superintendent or Mr. Miguel Mata, Maintenance Director

Objectives	Action Steps	Resources	Lead Person	Evaluation
Review current documents	Form committee bring in all stakeholders	Purchase as necessary	Administrative staff, District and Site	Every year
Evaluate expert advice for changes	Form committee bring in all stakeholders	Purchase as necessary	Administrative staff, District and Site	Every year
Implement necessary changes	Make Changes to current plan and implement	Purchase as necessary	Administrative staff, District and Site	Every year
Practice changes with all stakeholders	Practice with all stakeholders	Purchase as necessary	Administrative staff, District and Site	Every year

Component:

The Holtville Unified School District Governing Board has established procedures to ensure the safety of students, parents, and school employees. The following is a list of board policies and administrative regulations that address the procedure for a safe and orderly school environment conducive to learning:

Element:

Established by the Holtville Unified School District

Opportunity for Improvement:

Year around

Objectives	Action Steps	Resources	Lead Person	Evaluation
Use the Fit to Evaluate all areas	As described by the FIT	As needed	Site administration, superintendent, director of Maintenance Superintendent	Every year

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Emmett S. Finley Elementary School Student Conduct Code

Behavior Guidelines

1. Fighting and pretend fighting will not be tolerated at Finley School, nor can the school recognize any excuse for it. Therefore, jumping on other students, headlocks, and other forms of horseplay that can cause bad feelings are not to be allowed at any time. Contact games such as wrestling, football, keep away, crack-the-whip, etc., which can cause injury, are not allowed.
2. Name-calling and other activities, which cause hard feelings, must be discouraged.
3. Mud, dirt, sticks, and other items, which could cause injury, are not to be carried around or thrown by students.
4. Students in possession of knives, darts, slingshots, explosives (firecrackers, etc.) or any type of weapon at school are subject to immediate suspension and possible expulsion. School personnel is to confiscate any weapons that do show up, turn them into the office, and escort the student to the principal. A police report will be made if the situation dictates.
5. Students who have or are suspected of possessing alcohol, tobacco, or any other drug shall be escorted to the office by an adult and kept under direct supervision until the principal or administrative designee can be contacted.
6. Defacing or destroying school property will not be allowed. This includes pulling branches off trees, writing on walls, desks, bus seats, and notebooks or books provided by the school. Permanent markers are not to be brought to school at any time.
7. Students are not to bring expensive toys, radios, or other items of value to the school. The school and/or teachers are not responsible for lost, stolen or damaged goods. Students are responsible to secure their personal belongings. Theft of private property has been a problem and it is very difficult to recover items that have been taken. Generally speaking, stolen items are not recovered and the guilty students are not always caught. An exception to this rule would be if the student makes arrangements with the teacher to share something of value with the class. Students may bring electronic devices but must keep them in their backpacks at school.
8. Students are not to bring video games to school. Items brought to school without permission are subject to being confiscated by school authorities and the parents may be required to retrieve the item from the principal's office.
9. Finley School staff requests that students do not bring electronic devices to school, as they tend to be a disruption. In the event that an electronic device is a) essential to the health of a pupil b) its use is reasonable due to an officially declared emergency, then the device must be deactivated during all instructional activities, during all school-sponsored activities, and while riding in any district vehicle. Written verification is needed on file with the principal from a licensed physician if a student needs to have an electronic device turned on during instruction time because of health-related issues. Any student who has an electronic device turned on during instructional activities without prior written permission may have the electronic signaling device confiscated, may be denied continuing possession of any such device, and/or maybe disciplined.
10. Students who wish to bring pets to share with the class must first make arrangements with their teacher.
11. During recesses, the lunch break, and before school, all students are to remain in their designated play areas. No one is to be between the buildings without permission. The bathrooms are not playing areas. Students are not to congregate in and around the drinking fountains. Students are not to be in the classrooms or office without adult supervision.
12. No students are to be on the school grounds before 7:30 A.M. Any parent who brings their children before 7:30 a.m. must wait with them until the student-supervisor arrives (at 7:30 a.m.) After 7:30 a.m., students may go directly to the cafeteria if they wish to eat breakfast if not, they are to wait in front of the school with the supervisor until the supervisor allows them to proceed to the appropriate playground area for their grade level (approximately 7:45 a.m.). They are not to enter any classroom unless the teacher is in the room and has given them permission.
13. Students are not to bring gum to school.

Campus Guidelines

1. Follow directions given by the person on duty and the general rules of Finley School.
2. Students are not to argue or show disrespect to the playground supervisors.
3. Students are to stay in their assigned areas during lunchtime, recesses, before and after school.
4. Students are to remain on the campus at all times unless a supervisor gives them permission to leave the grounds.
5. Fighting, play fighting, name-calling, and horseplay will not be allowed.
6. Use the equipment correctly and as directed by the supervisor.

7. Keep your hands and feet to yourself.
8. No gum or sticky candy.
9. When the whistle is sounded students are to stop playing and immediately proceed to their classroom. Do not run on the sidewalk areas.

Recess

1. During recesses, students are not to be between the buildings, in the corridors or in the classrooms without a teacher's permission and direct supervision. Pupils are to remain in their designated areas.
2. During the lunch recess, TK-2 students are to play on the primary playground. The 3-8 grade students are to stay in the southwest fields or volleyball/basketball area. They are not to be on the primary playground unless given permission by a supervisor.
3. The supervisor on duty in an area is in complete charge of the area and the activities taking place there. Students are not to argue with the supervisors. If a problem arises students are encouraged to talk to their teacher and, if need be, discuss the situation with the principal.
4. The bell will sound 3 minutes prior to the time students are to be back in class to give them time to get a drink or use the restroom as necessary. Students are to line up immediately and wait for their teacher before entering the classroom.

Playground Equipment

1. Swings: Pupils using swings are to swing straight. Students are not to "bailout", twist, swing too high or stand up in swings while swinging, throw swing belts over the top bar, or climb the poles of the swings. Students shall all swing in the same direction.
2. Bars (chinning and parallel): Students are not to sit or stand on top of these bars nor are they to jump from the bars. They are to go one at a time and in the same direction.
3. Running games, kicking games, softball, catch or other games are not to be played in the primary equipment area.
4. Balls: Playground balls are designated for specific uses. Any use of the equipment's regular use is to be done with a teacher's or yard supervisor's permission.
 - a. Colored playground balls: These are to be used for bouncing games and dodge ball only. No kicking!
 - b. Volleyballs: Volleyballs are to be used for volleyball only. Care should be taken when using volleyball when the courts are wet. The volleyballs are expensive and they are easily damaged when they are wet.
 - c. Soccer balls and kick balls: These balls are to be used in playing kicking games. They are not to be used for dodge ball or be thrown at others. Please keep these balls off the hard surfaces.
 - d. Basketballs: Basketballs are to be used in playing basketball only. These balls are to be kept on the basketball courts and are not to be kicked or thrown at others.
 - e. Bats: Bats are to be used on the fields during P.E. only and only when there is direct supervision.
 - f. Footballs: Football are not allowed on campus and the game of football is not allowed.

Corridors and Restrooms

1. Students are not to be in between buildings during recesses.
2. Primary students (TK – 2 nd grade) are to use the restrooms located at the east end of the primary classrooms. Grades 3 through 5 are to use the restrooms located at the west end of the south wing of classrooms. The restroom located in the cafeteria is for adult use only.
3. Students are to get drinks and use the restrooms during recess and lunch. Teachers will discourage unsupervised use of the restrooms during instructional time.
4. Pupils are not to loiter and play in the restrooms. Pupils are not to take playground equipment into the restrooms.
5. Pupils are to walk down the corridors and sidewalk areas.
6. Students are not to bounce or kick balls against the classroom walls or the cafeteria.

Grounds for Suspensions or Expulsions

Possible grounds for suspension and recommended expulsions include but are not limited to the following list. According to Education Code (EC) 48900 and Holtville Board Policy 5144.1, a student may be suspended or recommended for expulsion when the Principal determines that the pupil has:

1. Caused, attempted to cause, or threatened physical injury to another person.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects.
3. Brandished a knife or firearm at another person.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, snuff, chew packets, etc.
7. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
8. Committed or attempted to commit robbery or extortion.
9. Caused or attempted to cause damage to school property or private property.
10. Stolen or attempted to steal school property or private property.
11. Knowingly received stolen school property or private property.
12. Committed an obscene act or engaged in habitual profanity or vulgarity.
13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
14. Intentionally engaged in harassment, threats, or intimidation directed against a pupil or group of pupils.
15. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Under Education Code 48910, a teacher may suspend any pupil from the teacher's class for many of the acts listed above for the day of the suspension and the day following.

Bus Rules

All Finley students are required to practice good safety habits and behave in an appropriate manner when riding a school bus, waiting at a bus stop, or going to and from a bus stop.

Before riding the bus for the first time, parents must pick up and read a copy of the Holtville Unified School District's School Safety Information on Bus Rules and Regulations and a bus schedule. This information is also sent home on the first day of school with all students.

Students who fail to observe the bus rules and regulations will be issued tickets and maybe denied school bus transportation.

HOLTVILLE UNIFIED SCHOOL DISTRICT
 School Safety Information
 BUS RULES & REGULATIONS
 (760) 356-2658

All students in the Holtville Unified School District are required to practice good safety habits and behave in an appropriate manner when riding a school bus, waiting at a bus stop, or going to and from a bus stop. When going to and from a bus stop the students are required to observe safe walking habits which includes crossing at the corner of all intersections (not in the middle of the street or between vehicles), and be alert to traffic making sure it is safe before crossing. When leaving the bus to stay out of the DANGER ZONES (see Danger Zones pamphlet). Students should go directly home after getting off the bus and not talk to strangers or accept a ride from a stranger. Choose the safest route to the bus stop.

- 1) Cross only at corners so drivers can see you.
- 2) Always use a crosswalk when it is available. But remember, painted lines can't stop cars.
- 3) Look always before crossing the street to see cars, pedestrians and bicyclists.
- 4) When crossing, watch for cars that are turning left or right.
- 5) Never cross the street from between parked cars. Drivers can't see you.
- 6) Walk on the left side of the road, facing traffic, if sidewalks are not provided so you can see oncoming cars.

These requirements are necessary to ensure that children will have a safe ride and that threatening or destructive acts will be avoided. The following transportation safety rules shall be reviewed with your children before he or she starts riding the bus, this will insure that they have an understanding of what is expected of them.

- 1) Follow all instructions from the bus driver.

- 2) Enter the school bus in an orderly manner and take your seat.
- 3) Refrain from loud conversations.
- 4) After boarding, sit down and remain in your seat the entire trip.
- 5) Do not use obscene language or gestures.
- 6) Keep hands off other people and their property. Respect the property of others at and in route to or from the bus stop.
- 7) All parts of the body must be kept inside the bus at all times.
- 8) Eating or drinking on the bus is prohibited.
- 9) No live animals (including insects), except guide dogs, signal dogs, and service dogs, are permitted on a school bus.
- 10) Large toys, glass bottles, knives, or any article, which may cause injury to the child or other children, are prohibited on the bus.
- 11) Obtain permission from the bus driver before opening or closing windows.
- 12) Do not throw anything out of the windows.
- 13) Never tamper with any bus controls, including the radio, shifter, or doors.
- 14) Remain silent at all railroad grade crossings and during backing maneuvers.
- 15) If several children are waiting at a bus stop, they should wait in a safe place, form a single line approximately ten feet from the curb, and quietly await the arrival of the bus.
- 16) Leave home early enough to arrive at your school bus stop on time. Students are to arrive at their designated bus stop five minutes prior to the scheduled bus arrival time. Students who do not assume this responsibility will be left behind.

Students who fail to observe these regulations will be denied school bus transportation. The typical procedure, which will be followed, in this case, is:

First Offense - Parents notified.

Second Offense - Parents notified.

Third Offense – Parents notified that the child will be denied school bus transportation for no less than five (5), not more than ten (10) days.

Fourth Offense – Parents notified that the child will be denied school bus transportation for no less than ten (10) nor more than twenty (20) days.

Fifth Offense – Parents notified that the child will be denied school bus transportation for twenty (20) days.

Sixth Offense – Parents notified that the child will be denied school bus transportation for the remainder of the school year.

Only authorized bus riders are permitted to ride the buses, and they will be required to get on and off at their designated stops. An authorized bus rider who desires to get off the bus at a stop other than the normal stop is required to have a note signed by his or her parent and endorsed by the school principal. Permission to get off at a different stop will only be granted if no change of bus route is involved. Children who are not authorized bus riders will not be permitted to ride the bus even to accompany an authorized rider to or from school.

The bus driver will make every effort to arrive at the bus stop at the scheduled time for pickup. If the bus arrives early, the driver will wait until the scheduled time before departing. In order to remain on schedule, the driver cannot wait at any stop beyond the scheduled pickup time. Take-home times are considered more flexible than pickup times, and it is possible that some children might be delivered to their stops earlier than scheduled. This could occur when a driver gains time bypassing the bus stops of absent children. Bus riders are to arrive at their bus stops five minutes prior to the scheduled time of pickup. However, do not arrive too early as some (behavior) problems are caused by children who arrive at their bus stops too early and get bored while waiting. Bus drivers will not depart for pickup stops prior to the scheduled time. Clocks in the Transportation Department are set and verified for accuracy by using the telephone time signal at 853- 1212.

Bus routes are written to allow students five minutes to load the bus after school dismisses. In order to stay on schedule, the busses must depart the school at that time.

The bus driver has the authority to separate students and to assign students to specific seats as deemed necessary.

Bus drivers are required by law to load and unload passengers only at authorized stops, which are the bus stops, listed in the individual routes books. Please do not ask or expect a driver to stop at a location other than your child's assigned bus stop. Further route information can be obtained from the Transportation Department at (760) 356-2658.

Children who are not special education or preschool students do not have to be met at their bus stops regardless of grade level. However, if a child is hesitant or reluctant to get off the bus at his or her stop, the child will not be forced to get off. The child will either be returned to school or taken back to the Transportation Department.

PARENTS / GUARDIANS: When picking your children up in a vehicle, you shall be on the same side of the road that the bus is on. The students shall not cross the roadway.

If for some reason you have been unable to meet your child, call your school or the Transportation Department at (760) 356-2658 for instructions.

Items left on the school bus will be turned in to the school the child attends if it is known. Otherwise, the items will be kept on the bus for a week to provide the owner time to locate and claim it. If an item cannot be identified by the school and has not been claimed after a week, it will be placed on the Lost and Found shelf in the bus garage.

RED LIGHT ESCORT INSTRUCTIONS

AM ROUTE:

Students shall be at their designated bus stop five minutes prior to the pickup time, this will help to assist with the length of time the driver must keep the red lights activated. Students shall be on the right side of the roadway. If the students are late, they shall never run to or in front of the bus. The students shall wait to be escorted by the driver. The student will receive a citation or be denied transportation or both when late to their bus stop. Being late to the bus stop and not being escorted by the driver is not acceptable behavior.

PM ROUTE:

- 1) Students will be instructed by the driver to do a red light escort. (This includes collecting all belongings.)
- 2) The driver will instruct students to exit the bus safely and stand in a designated area beside the bus.
- 3) The driver will instruct students to cross the roadway in front of the bus, between the driver and the bus. The driver is the only one allowed to escort students across the road, parents are not allowed to cross students in place of the driver. The law requires the driver to do this.
- 4) Students will not be allowed to cross back to the bus; students need to go directly home.
- 5) Students will not be allowed to come back to discuss anything with the driver or to pick up belongings that might have been forgotten while doing the red light escort. (The conversation needs to take place before the red lights are activated and the driver gets off the bus to do this procedure).
- 6) A major concern is the other vehicles failing to stop when the red lights are activated during this procedure. The students need to follow all the instructions of the driver, and to this procedure quickly and safely.

Conduct Code Procedures

Consequences for Misbehavior on Campus

Red cards will be issued for misbehavior or for serious playground infractions. During recess and lunch the red cards are a means for keeping track of the student's behavior when they are not under the direct supervision of their teacher. When there is a problem or infraction of the playground rules, the pupil supervisor or teacher on duty may fill out a red card. The student will then sit out the remainder of the period in which the problem arose. Students shall be informed that they are being issued a red card and be made aware of the reason for the card. The red card is later placed in the teacher's mailbox. The appropriate discipline action will be assigned. The teacher keeps a record of all red cards their students receive during the year.

The following is a recommendation for the monthly consequences for red cards:

First red card: Warning, student sits out one recess or 10 minutes

Second red card: Student sits out two recesses or 20 minutes

Third red card: Student sits out three recesses or 30 minutes, teacher might make parent contact

Fourth red card: Student sits out two full days of recesses. The teacher will make parent contact and if necessary have a parent conference.

Fifth red card: Student is referred to the principal. Any subsequent red cards are sent to the principal for disposition.

*** Note: Any student that receives 2 red cards in a week or one office referral will not be allowed to participate in extra curricular activities for that week.

Recess Detention

Students who have been assigned recess detention are to sit quietly in the area designated by the adult supervisor. Students who talk or fool around during their assigned detention shall be issued another red card and no credit for the time they were sitting will be allowed.

Upper Grades Discipline Referral Procedures

Students in grades 3 through 5 are subject to the monthly consequences for red cards as listed above. Further, the teachers of the upper grades, after all efforts to effectively alter a student's unacceptable behavior may send the student to the principal with a discipline referral. The following procedures will be followed when dealing with the referrals:

1. On the first discipline referral, the student will have a conference with the principal, be assigned ½ hour of detention to be served before, during, or after school. Parents will be contacted. The student will not be allowed to participate in extra-curricular activities during the week the referral was given.
2. In addition to the above, on a second discipline referral, the student's detention will be increased to 1 hour to be served prior to or after school. The parents will be called a parent conference will be held.
3. On the third referral, in addition to A and B above, the student, parents and school staff will meet to develop a Behavior Support Plan.

Rewards for Good Behavior, Exceptional Effort, and Academic Excellence

Monthly assemblies will be held in the auditorium. Teachers award various certificates, including but not limited to: Student of the Month, Citizen of the Month, Honor Roll, AR

(K) Hate Crime Reporting Procedures and Policies

Violence Hotline

At Holtville Unified School District, signs and other information pertaining to the "District's Violence Hotline" shall be placed in visible location in buildings/classrooms at all school sites.

The school provides a way for each student to safely report and be protected after the reporting of troubling behaviors that the student thinks may lead to dangerous situations, such as potential school violence.

Holtville Unified School District's administrators, teachers, families, students, support staff, and community members recognize and take appropriate action of early warning signs related to violence, substance abuse, and other at-risk concerns.

(J) Procedures to Prepare for Active Shooters

ACTIVE SHOOTER (Preparation)

A. PURPOSE:

Holtville Unified School District recognizes that schools remain one of the safest workplaces in the United States, but active shooter situations remain a possibility for any school. Therefore, the purpose of this section is to take steps to prepare for

an active shooter event. Prevention of an active shooter situation occurs through general crime prevention and security measures already taken by schools.

B. BACKGROUND:

1. In most cases, an Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area:

- a) active shooters use firearms(s), and
- b) there is no pattern or method to their selection of victims.

2. Active shooter situations are unpredictable and evolve quickly.

3. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over before law enforcement arrives on the scene (typically within 10 to 15 minutes), individuals must be prepared to deal with an active shooter situation, both mentally and physically.

C. REFERENCE: Holtville Unified School District researches response processes by sending key staff to pieces of training, working with local law enforcement and their stakeholders then we develop our plan. Each school site then takes those district-wide plans and modifies them taking into account physical age, developmental level and physical limitations of students and staff. Likewise, building design and layout, staff numbers, gated and open areas and more in developing their active shooter responses.

D. CONCEPTS: General concepts in an active shooter involve the need to make critical decisions in seconds, possibly with incomplete information.

Each school advises staff, and stakeholders then takes an active role in practicing the site's active shooter response. The current plan is,

1. Flight:

a) Flee or run from the situation:

i. Using standard classroom doors.

ii. Using non-traditional exits such as windows.

b) If there is an accessible escape path, attempt to evacuate the premises. Pre-incident planning should make every staff member aware of their surroundings and mentally pre-plan an escape route:

i. Take note of the two nearest exits.

ii. Evacuate regardless of whether others agree to follow.

iii. Leave your belongings behind.

iv. Help others escape, if possible.

v. Prevent individuals from entering an area where the active shooter is or may be.

vi. Keep your hands visible (universal surrender position, hands empty, palms up and fingers spread).

vii. Follow the instructions of any police officers.

viii. Do not attempt to move wounded people.

ix. Call 911 when you are safe to do so.

2. Hide Out: If flight/evacuation is not possible or feasible due to student limitations (age, disability etc.):

a) To prevent an active shooter from entering your hiding place:

i. Lock the door.

ii. Blockade the door with heavy furniture (fortify your position).

b) Take cover. Your hiding place should:

i. Be out of the active shooter's view.

ii. Provide protection if shots are fired in your direction.

a. Hide in a closet or restroom with a closed and locked door.

b. Hide behind large sturdy objects.

iii. Do not trap yourself or restrict your options for movement

c) Silence your cell phone and/or pager

d) Turn off any source of noise (e.g., radios, televisions, etc.)

e) Remain calm.

f) Dial 911, if possible, to alert police to the active shooter's location:

i. If you cannot speak, leave the line open and allow the dispatcher to listen.

3. Fight: Only as a last effort and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter:

- a) Use available means to distract, deter or defeat the attacker.
- b) Physically confront the shooter, acting as aggressively as possible against him/her:
 - i. Throwing items and improvising weapons.

E. Procedures and Processes: Schools must include here the processes they plan to implement in an active shooter situation. It is important to include the following areas:

1. Alerting & Notifications: Describe who and how notifications are made

2. Response Processes: Describe what the expectations are for staff:

- a) In imminent danger
- b) In the vicinity of danger
- c) Away from area of danger
- d) Outside or off-campus

3. Accountability: Describe accountability for students, staff, and visitors in an active shooter situation. While this may rely heavily on standard accountability for other hazards, if lockdown and fortify is used, identify how the "all clear" is indicated or relayed. If the flight is utilized, identify what the accountability process is for persons who may have fled the campus

F. Training:

1. Initial Training

2. Recurrent Training

G. Exercising: Indicate the:

- a) Frequency of exercises for active shooters.
- b) Types of active shooter exercises such as drills, tabletop exercises, and full-scale exercises.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Procedures for Preventing Acts of Bullying and Cyber-bullying Bullying

BP 5131.2(a)

Students

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or 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 addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

BP 5131.2(b)

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and

implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

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

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice. The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

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

BP 5131.2(c)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and 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 Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

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

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

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint. Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

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

BP 5131.2(d)

student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed. When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

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

Discipline

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

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

Safety Plan Review, Evaluation and Amendment Procedures

In August of the new school year, each administrator of the six school sites review their existing Safe School Plans in order to bring all areas up to current, by including new, established and appropriate procedures, to add, modify, or remove items reflecting necessary changes such as those related to new laws, regulations, procedures, changes in board policy and more. During this process, each school site and the District lead reviews the current plan and all the necessary changes with all stakeholders, getting their input for consideration. All changes are made in accordance with all State and Federal laws and with approval of the Holtville Unified School board.

Holtville Unified School District uses the services of Document Tracking to assist in the formatting, presentations and the upkeep of all new and current changes and how those changes should be represented in each of the individual Safe School Plans. When it is determined that all necessary updates, changes, and deletions are complete, and when all school sites have presented the results to their Stakeholders and have received all need approvals and signatures the Safe School Plans are presented to the Board of Directors for approval. After approval, the safe school plans are made available to the public by way of the Holtville Unified School District's web sites, and copies of each Safe School Plan are placed at each school site and the District in order any member of the public may come in and review it. Each site administrator makes all necessary changes and then incorporates those changes into their planning and training activities for the school year.

Safety Plan Appendices

Emergency Contact Numbers

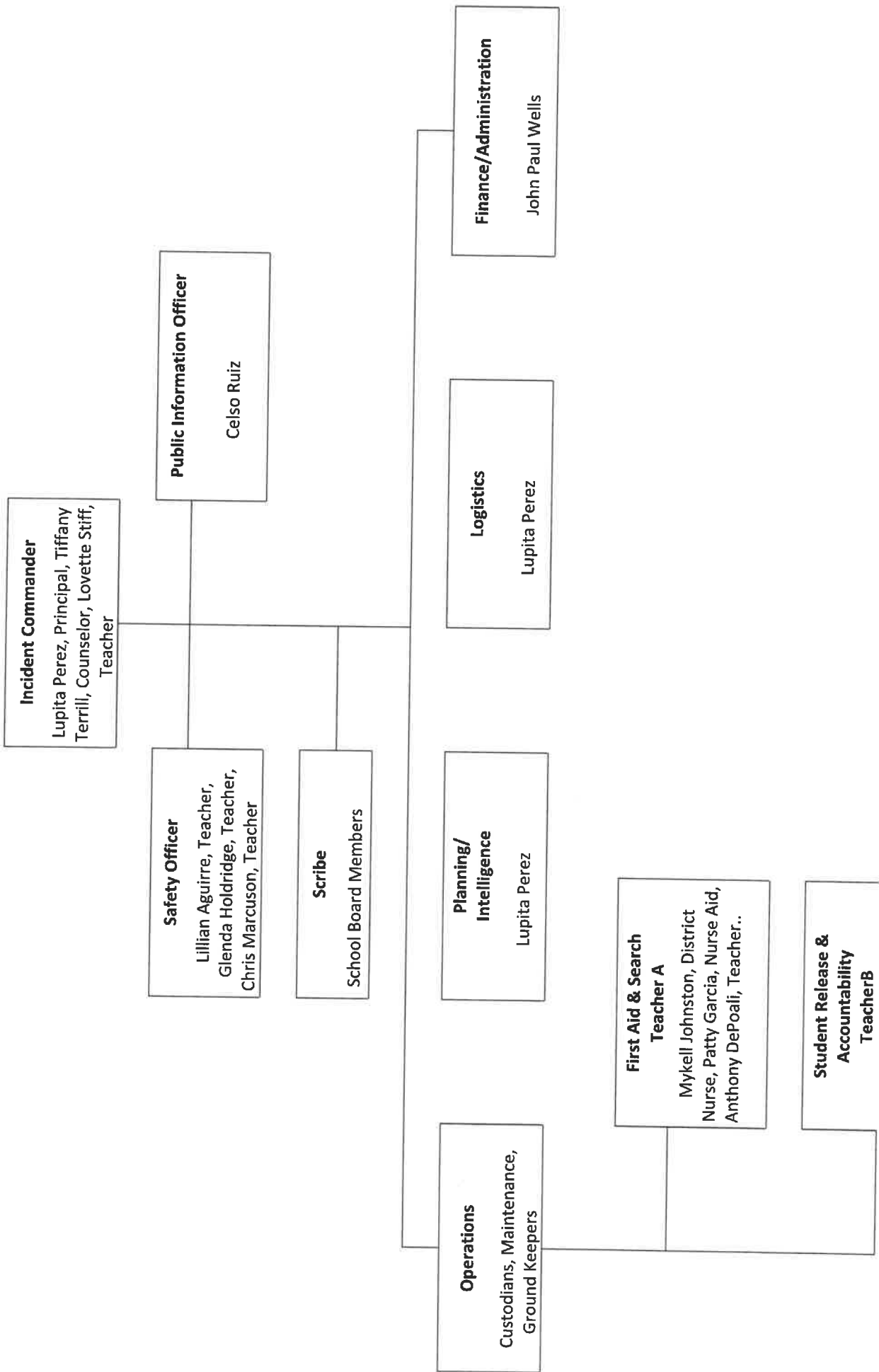
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	For Immediate Assistance	9-1-1	
Law Enforcement/Fire/Paramedic	Holtville Police Dept./Sheriff	760-356-2991	
Law Enforcement/Fire/Paramedic	Holtville Fire Dept.	760-356-2673	
Law Enforcement/Fire/Paramedic	Imperial County Sheriff	760-339-6311	
Emergency Services	Paramedics	9-1-1	
City Services	SoCal Gas Co.	800-427-2200	
City Services	IID	760-339-9220	
City Services	City of Holtville-Public Works	760-356-2632	
American National Red Cross	Red Cross	760-352-4541	
Local Hospitals	El Centro Regional Med. Ctr.	760-339-7100	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Review with School Site Council		
Review with Fire Dept.		
Review with Sheriff Dept.		

Emmett S. Finley Elementary School Incident Command System



Annette Villapudua, Teacher,
Crystal Arias, Teacher

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

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

- Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

If an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- Lock Down: Students and staff are kept in a designated locked area until danger has passed, such as an intruder is on campus.
- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- All Clear: Notification is given that normal school operations should resume.

Once the type and extent of an emergency have been identified, school personnel can determine

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- Duck and Cover: Immediately use the site’s school-wide communication system to instruct students and staff to protect themselves by moving into a “duck & cover” position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a “duck & cover” position. Make the announcement even if the immediate crisis has passed.
- Shelter in Place: Immediately use the site’s school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- Lock Down: Immediately use the site’s school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice

- Evacuate Building: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.
- Evacuate Campus: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- All Clear: Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

Types of Emergencies & Specific Procedures

Aircraft Crash

Call 911, Administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills. Evacuation of locations is to be done according to that school's evacuation plan.

Animal Disturbance

Isolate students from the animal and call animal control or the sheriffs will be called. All students are to remain in their classrooms until the situation is under control.

Armed Assault on Campus

GUNFIRE OR PRESUMED ARMED INDIVIDUAL AT OR NEAR SCHOOL SITE

IN THE EVENT THAT GUNFIRE IS HEARD, the teacher should have students assume the DROP position. This procedure is to be followed whether students are indoors or outdoors, and whether the gunfire originates from inside or outside the building. Notify the administration immediately.

The office should contact the local police immediately. Directions should be given for entry to the school site. The location of the supervising administrator should be specified. Where possible, someone should be on hand to meet the police at the designated entry.

IF INDOORS, the teacher should attempt to lock classroom doors. The students should be kept away from the line of fire provided by windows, including classroom and office door windows.

- If the teacher can see the source of the gunfire, he/she should notify the Site Administrator immediately. The teacher should never send a student out of the room with a message during such an emergency. Where the only way to inform the Site Administrator is by leaving the room, the teacher should elect to remain with the class unless another responsible adult can provide direct supervision.
- Whenever possible, the Site Administrator should not issue a school-wide signal to DROP. Students may become confused and react as if it were an evacuation and assembly signal, thereby increasing the likelihood of their being shot or taken hostage.
- If students are already outside, the Principal may determine that accelerating the bell schedule to bring students back in early may best provide for their safety. If gunfire has already been heard, or if it is considered imminent, do not cause students to move around the school site until and unless it is safe to do so.
- Students should be trained to drop when they hear gunfire. Students should be trained to stay in that position, remaining silent and attentive to the anticipated instructions of staff members.
- If gunshots have not been heard, but a suspicious or obviously armed individual is seen in the area, the teacher should notify the Office immediately, and without drawing the suspicion of the armed individual, relocate the students to a secure area. Once in a secure area, the teacher should have the students employ a DROP procedure.
- If the Site Administrator receives a report that a possible armed individual is onsite, or nearby, the regular signal system should be overridden, and teachers should be instructed to hold students in class, to limit the number of students outside securable rooms. The Principal should also, in addition to notifying appropriate agencies, issue a DROP order, school wide (where possible this needs to be done without employing the signal system).
- If the suspect is outdoors and the students are indoors, outer doors should be locked. If this procedure is followed, staff members must remain near primary entrance doors to provide access to any students who might be out of class.

IN SUCH AN EMERGENCY, the teacher's primary responsibility is for the safety of students. Teachers and other staff members should not leave their students or attempt to take matters into their own hands by approaching the armed individual.

- Staff members should not attempt to engage anyone they suspect to be dangerous in conversation, nor should they attempt to challenge the individual, even in the absence of gunfire. Instead, notify proper authorities and provide for the safety of students.

STAY OUT OF IT! STAY AWAY! DO NOT BE COMMUNICATIVE!

- People who have, in times past, proven to be a real threat to the safety of others, tend to follow certain behavioral and personality profiles. These profiles vary widely. "Pushing the wrong button" by approaching, communicating or even being seen by such an individual may cause that individual to react with disastrous consequences. Seemingly unobtrusive, empathetic, non-threatening attempts to communicate may be the precise scenario that serves to trigger such an individual to violence.
- You do not know the individual and, even if you do, you cannot be sure you will successfully guess at their behavior and personality profile.
- If you are taken hostage, or if the dangerous individual seeks to communicate directly with you, use profound caution in avoiding provocation. This may require that you communicate with the individual. Keep such conversations to a minimum to lessen the chance that you'll say the wrong thing.
- If the armed individual requests the presence of another person who is not within sight, that person (staff or student) should not be brought before the individual. Delay, and wait for police authorities to arrive.
- Limit your interaction with the suspect. The sequence of that individual's communications and demands can be delayed if no one is available to interact with the individual.

IF YOU ARE ISOLATED with the individual and have little hope of near term intervention by police authorities, do not initiate, but do respond to the individual's attempts to communicate with you. Remain calm. Do not show fear. If you can make it credible, empathize with the individual's concerns. Attempt to put communication on a first name basis. Take note of behaviors and characteristics of the individual and of the weapons carried by that person, so that in the event of your escape or release you will be able to provide such information to authorities.

Do not attempt to escape if you would be leaving students behind unless you can safely escape with a significant number of students.

THE OPPORTUNITY FOR ESCAPE SHOULD BE CLEAR AND EXTREMELY LIKELY TO SUCCEED IF NOT, NO ATTEMPT SHOULD BE MADE.

Biological or Chemical Release

Chemical Spills

Warning of a chemical accident is usually received from the Fire and/or Police department when there is a threat to the safety of the school. These accidents may include overturned tankers, broken fuel lines, and those related to the industrial use of chemicals. Where the reported accident occurs, the following procedure is required:

1. Determine whether the students and staff should leave the school grounds.
2. Move crosswind from the direction of the spill (i.e. if a spill is upwind to the West, move to North or South). Never move with or against the wind if it is necessary to evacuate the area.
3. Render first aid as necessary. Consult 9-1-1 emergency, the school nurse or the Poison Control Center if necessary (1-800-972-3323).
4. Take roll.
5. Notify the District Office as soon as possible.

6. Do not return to the school area until local officials have declared the area safe.

Closing of School

- A. Should be considered only when all other alternatives have failed.
- B. Secure permission from Superintendent, and if the closing is approved:
 1. Notify on-site staff
 2. Notify local law enforcement
 3. Notify Transportation
 4. Make sure only the necessary exits are open.
 5. During school hours, release students only to parents or authorized adults.
 6. Remain on-premises until the safety of all students is assured.

Fuel Spill

In the event of a minor fuel spill in a school parking area, the following steps will be taken:

1. Notify the Site Administration as soon as possible.
2. Site personnel will contain the spill using a dirt retention berm.
3. The Fire Dept. will be contacted by the Office, advising them of the spill.
4. The Fire Dept. will take responsibility for the cleanup.

Bomb Threat/ Threat Of violence

The safety of students and school personnel shall have the highest priority when considering procedures to follow after receiving a bomb threat. The following procedures have been established to enable all school personnel to be consistent in handling these situations.

1. The person receiving the call should engage the caller in a conversation to get as much information as possible from the person making the threat.
 - Ask what time the bomb is set to go off
 - Ask questions regarding the specific location (building, room, closet, etc.)
 - Ask about the appearance of the bomb package
 - Listen for background noise (jukebox, radio, other people, traffic, etc.)
 - Listen for tone/behavior of caller (panic, calm, hysterical, etc.)
 - Was the caller's voice young or old?

2. Notify the proper authorities immediately

Holtville Police 356-2992

Holtville Fire Dept. 356-2673

If no answer: 9-1-1

After Police have been notified, call:

Holtville Unified School District Office 356-2974

3. The Principal/Designee shall make the decision for evacuation/reentry of the buildings based upon the following:

A. Information is given in the received threat and the manner in which the message was given... such as maturity or voice, whether the caller was calm or hysterical, background noises, and other questions that may have been asked/answered.

B. Consultation with police and/or Superintendent

4. The evacuation of the school will follow evacuation drill procedures with attention to the possible need to alter evacuation routes to assure that pupils and staff do not exist in the proximity of the suspected bomb's location.
5. When a building is evacuated, students will not return to the building until the "all clear" signal is given.
6. If a search is necessary, it should be conducted by the school administrators, police personnel, and personnel familiar with the area.
7. If a suspect package is found, it must not be approached or touched and must be reported immediately to the Principal.
8. Two-way radios and Cellular Phones should not be used in the school area until the "All Clear" has been sounded.

Bus Disaster

If you are the driver of a district vehicle, such as a car, van, bus or driving district students in your own car:

- 1: Stop, secure your vehicle, Turn on hazard lights.
 - 2: Check for injuries.
 - 3: Radio or call 911, then radio phone District office.
 - 4: Use first aid on injuries., See that your students are in a safe place, (Give first aid / evacuate vehicle if necessary). Do not move anyone who is unconscious or severely injured unless their life is directly threatened.
 - 5: Take other vehicle's license number and ask the driver to wait for the authorities. (Do not discuss, or argue about Accident.)
 - 6: Set out reflectors if necessary.
 - 7: When all is secure, get an accident report form or sheet of paper and write all the information you can remember on the form. Exchange information with the other driver or drivers.
 - 8: Fill out student seating chart with names, addresses, and phone numbers.
 - 9: Fill out an accident report form if you have time.
 - 10: Information needed: Driver name, address, driver's license number, phone number, and vehicle information, make, model, year, color, owner name, insurance.
 - 11: Get information on witnesses, other than passengers, names, address, phone numbers, driver's licenses, if you can
- Stay at the accident, do not leave until you are released from the accident by the authorities.

At the Scene of a Bus Accident:

At the scene of an accident involving a school van or bus, the responding law enforcement agency is in charge.

The responsibility for the release of students rests with the Holtville Unified School District personnel.

The following van/bus emergency procedures shall be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to protect the welfare of the students.

Procedures:

Van or Bus Accident while transporting students

A. Driver Responsibilities

1. Contact the Principal's office as soon as possible and give the following information:
 - a. Type of accident
 - b. Location of accident
 - c. The extent of injuries and requests for emergency ambulance serviced. Request another bus to transport students
2. Provide emergency first aid for the following medical conditions in the order listed.
 - a. Restoration of breathing
 - b. Severe bleeding
 - c. Shock
 - d. Minor injuries
3. Evacuate the van or bus, only if required for passenger safety.
 - a. Give instructions for orderly evacuation from designated exits.
 - b. Announce specific assembly point

- c. Accomplish a headcount
- d. Check to be sure that all passengers have left the bus/ van
- e. Supervise or arrange for supervision at the assembly point

4. Report to the Principal's office the names of students sent to the hospital, giving the name and location of the hospital.

B. Responsibilities of District Personnel, other than the van/bus driver

- 1. Assist in implementing directions given by the driver.
- 2. Assist in the supervision or orderly evacuation if this is necessary.
- 3. Monitor and supervise students as needed and assist with First Aid.

Disorderly Conduct

If you are the driver of a district vehicle, such as a car, van, bus or driving district students in your own car:

1: Stop, secure your vehicle, Turn on hazard lights.

2: Check for injuries.

3: Radio or call 911, then radio phone District office.

4: Use first aid on injuries., See that your students are in a safe place, (Give first aid / evacuate vehicle if necessary). Do not move anyone who is unconscious or severely injured unless their life is directly threatened.

5: Take other vehicle's license number and ask the driver to wait for the authorities. (Do not discuss, or argue about Accident.)

6: Set out reflectors if necessary.

7: When all is secure, get an accident report form or sheet of paper and write all the information you can remember on the form. Exchange information with the other driver or drivers.

8: Fill out student seating chart with names, addresses, and phone numbers.

9: Fill out an accident report form if you have time.

10: Information needed: Driver name, address, driver's license number, phone number, and vehicle information, make, model, year, color, owner name, insurance.

11: Get information on witnesses, other than passengers, names, address, phone numbers, driver's licenses, if you can
Stay at the accident, do not leave until you are released from the accident by the authorities.

At the Seen of a Bus Accident:

At the scene of an accident involving a school van or bus, the responding law enforcement agency is in charge.

The responsibility for the release of students rests with the Holtville Unified School District personnel.

The following van/bus emergency procedures shall be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to protect the welfare of the students.

Procedures:

Van or Bus Accident while transporting students

A. Driver Responsibilities

1. Contact the Principal's office as soon as possible and give the following information:

a. Type of accident

b. Location of accident

c. The extent of injuries and requests for emergency ambulance serviced. Request another bus to transport students

2. Provide emergency first aid for the following medical conditions in the order listed.

a. Restoration of breathing

b. Severe bleeding

c. Shock

d. Minor injuries

3. Evacuate the van or bus, only if required for passenger safety.

a. Give instructions for orderly evacuation from designated exits.

b. Announce specific assembly point

c. Accomplish a headcount

d. Check to be sure that all passengers have left the bus/ van

e. Supervise or arrange for supervision at the assembly point

4. Report to the Principal's office the names of students sent to the hospital, giving the name and location of the hospital.

B. Responsibilities of District Personnel, other than the van/bus driver

1. Assist in implementing directions given by the driver.

2. Assist in the supervision or orderly evacuation if this is necessary.

3. Monitor and supervise students as needed and assist with First

Earthquake

A. In the classroom: When the teacher perceives an earthquake, they shall immediately instruct the students to, "Drop, Cover, and Hold." The students will get under any desk or table and hold onto the legs and remain there quietly until the shaking stops. No one shall leave the classroom during a quake. Students near windows shall be instructed to move away if possible. If not, they shall be told to turn their heads away from the windows and cover their heads as best they can. After the shaking stops, the teacher will instruct the students to evacuate the room as in a fire drill. Teachers shall ensure the lights and A/C's are turned off. Do not lock the doors. Any injuries and/or missing students will be reported to a Command Post by sending a runner with the list. Instruct the runners they are to stay away from buildings or any other dangerous areas. Students and teachers are not to return to the classroom until it has been declared safe by a supervisor. Drills will be held at least once a month immediately following the fire drill. Teachers will have students practice the "Duck, cover, and hold" after coming in from the fire drill but do not need to have students evacuate during the drill unless deemed necessary.

B. On the Playground: If an earthquake happens during a time when the students are outside, they are to move away from buildings, trees, playground equipment, poles, fences, and anything else which might fall. They are to move to an open area and follow the following Civil Defense recommendations: Students shall, when safely away from dangerous situations, drop to their knees, bend over and place their head close to the ground, and clasp both hands behind the neck, and bury their face in their arms. They shall attempt to make the body as small as possible, close their eyes, and cover their ears with their forearms. When the shaking is over the student shall attempt to report to their teacher in the fire drill assembly area for their class.

Explosion or Risk Of Explosion

In the case of a real explosion, the first evidence will be an extremely intense light. A blast wave may be anticipated almost immediately. What is to be done must be done immediately!

If a bright flash or explosion occurs, pupils, staff, and others inside school buildings should:

1. Drop to the floor beneath a desk, chair, table or bench with back to any windows.
2. If there is nothing to get under, get close to an inside wall, away from windows.
3. In a bent, and crouched over position, bury face in the crook of one elbow, place the other hand over the back of the neck.
4. Cover the head with a coat or sweater or notebook if handy
5. After shaking is over, and/or evacuation signal is given, go to the assembly area

If a bright flash or explosion occurs, pupils, staff, and others outside school buildings should:

1. Crouch or lie down behind the nearest building, yard bench, curb, or gutter if such protection is within a step or two.
2. If there is no such protection, drop to the ground upon the abdomen, and lie as flat as possible.
3. Stay in the selected position until the staff member or administrator in charge of the area gives the "As You Were" command.
4. If a bright flash or explosion occurs while pupils are in a bus or van, the driver should stop the van, and have the students assume the DROP position, under seats if possible, and have them stay there until the driver gives the "As you were" command.
5. If it is determined that the explosion is within a school building, the fire alarm shall be sounded and all persons will evacuate according to established procedures.

Fire in Surrounding Area

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

1. The principal shall notify the staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals unless the school and/or building is equipped with automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Fire on School Grounds**I. Evacuation**

- A. All buildings and areas will be evacuated to the Emergency Evacuation Areas according to the school plan (see map page 10b) if the school fire alarm is sounded.
- B. After securing the students, assigned personnel will make certain that all rooms and areas are evacuated.
- C. Staff will determine the possibility and location of the fire.
- D. If no fire is present, an all-clear signal will be given and the alarm will be reset.

II. Fire

- A. If the fire is present, the Site Administration will notify the Fire Dept at 9-1-1. A specific meeting place will be determined for a designee to meet the Fire Dept.
- B. District Administration will be notified as soon as possible @ 356-2974.
- C. Access roads and gates will be controlled by Site Safety Team members with walkie-talkie radios and keys, to provide access for emergency personnel.
- D. Utility companies will be notified of any breaks or suspected breaks in lines that might present an additional hazard.
- E. As much as possible, school records should be protected.

F. The Administration will consult with the Fire Department personnel before directing students and staff to return to classes.

Flooding

The principal will initiate any of the emergency actions considered necessary. The action taken will depend upon the severity of the situation as reported by emergency personnel, or by communication with the District Office.

Severe Windstorm

FORECAST OF SEVERE WINDSTORMS

The U.S. Weather Bureau can usually forecast severe windstorms with a high degree of accuracy. If time and conditions permit, action go home may be implemented prior to an emergency. (Action goes home consists of returning students to their home by the most expeditious means.)

SEVERE WINDSTORMS WITH LITTLE OR NO WARNING

If high winds develop during school hours with little or no warning, the following emergency actions may be accomplished:

1. Implement action Take Cover: Students and staff should be assembled inside shelters or buildings.
2. Close windows and blinds (if available).
3. Remain near an inside wall.
4. Avoid structures with large roof spans.
5. Keep tuned to a local radio station for the latest advisory information.
6. Take roll.
7. Notify utility companies of any break or suspected break.

Loss or Failure Of Utilities

Power Failure

I. Variables related to Blackout Emergency

A. The administrative action most appropriate to meet a power blackout is contingent upon a number of important variables.

1. The amount of advance warning (if any) given to the school.
2. The time of day at which the blackout occurs
3. The climate at the time at which the blackout occurs.
4. The length of the blackout.
5. Other District Concerns.

B. Administrative action and school plan to meet the power blackout must reflect these various factors.

II. Power Blackout WITH ADVANCE Warning

A. Site Administrators will consult with the Superintendent.

B. Key personnel will be directed to shut off all electrical switches individually, not the school main switch. This is especially important if it appears likely that power will not be restored until after staff has gone home.

C. After the power is restored, the site administrators will check the effect of the power outage on the school (clocks, refrigerators, copiers, etc.).

III. Power Blackout WITHOUT ADVANCE Warning when school is not in session

A. Site Administrators will notify the Superintendent.

B. Key personnel will be directed to shut off all electrical switches individually, not the school main switch. This is especially important if it appears likely that power will not be restored until after staff has gone home.

C. After the power is restored, the site administrators will check the effect of the power outage on the school (clocks, refrigerators, copiers, etc.)

IV. Power Blackout WITHOUT ADVANCE Warning when school is in session

A. Site Administrators will notify the Superintendent.

B. The administration will contact local emergency services to determine the severity of the power emergency.

C. Key personnel will be directed to shut off all electrical switches individually, not the school main switch. This is especially important if it appears likely that power will not be restored until after staff has gone home.

D. The closing of the school should be with the approval of the Superintendent and will be considered only when there is no other acceptable alternative. Should the Superintendent direct that pupils be dispersed home, the Office will notify the following:

1. Transportation

2. Police

3. After the power is restored, the site administrators will check the effect of the power outage on the school (clocks, refrigerators, copiers, etc.).

V. Special Concerns to Beware Of During Blackouts

A. Inoperative electrical systems and communications systems.

B. No incoming or outgoing calls if the phone system is down.

C. Inoperative refrigeration system.

D. Inoperative alarm system

E. Inoperative sewage pumping and other sanitation facilities due to lack of water pressure.

Motor Vehicle Crash

If you are the driver of a district vehicle, such as a car, van, bus or driving district students in your own car:

1: Stop, secure your vehicle, Turn on hazard lights.

2: Check for injuries.

3: Radio or call 911, then radio phone District office.

4: Use first aid on injuries., See that your students are in a safe place, (Give first aid / evacuate vehicle if necessary). Do not move anyone who is unconscious or severely injured unless their life is directly threatened.

5: Take other vehicle's license number and ask the driver to wait for the authorities. (Do not discuss, or argue about Accident.)

6: Set out reflectors if necessary.

7: When all is secure, get an accident report form or sheet of paper and write all the information you can remember on the form. Exchange information with the other driver or drivers.

8: Fill out student seating chart with names, addresses, and phone numbers.

9: Fill out an accident report form if you have time.

10: Information needed: Driver name, address, driver's license number, phone number, and vehicle information, make, model, year, color, owner name, insurance.

11: Get information on witnesses, other than passengers, names, address, phone numbers, driver's licenses, if you can Stay at the accident, do not leave until you are released from the accident by the authorities.

At the Seen of a Bus Accident:

At the scene of an accident involving a school van or bus, the responding law enforcement agency is in charge.

The responsibility for the release of students rests with the Holtville Unified School District personnel.

The following van/bus emergency procedures shall be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to protect the welfare of the students.

Procedures:

Van or Bus Accident while transporting students

A. Driver Responsibilities

1. Contact the Principal's office as soon as possible and give the following information:

- a. Type of accident
- b. Location of accident
- c. The extent of injuries and requests for emergency ambulance serviced. Request another bus to transport students

2. Provide emergency first aid for the following medical conditions in the order listed.

- a. Restoration of breathing
- b. Severe bleeding
- c. Shock
- d. Minor injuries

3. Evacuate the van or bus, only if required for passenger safety.

- a. Give instructions for orderly evacuation from designated exits.
- b. Announce specific assembly point
- c. Accomplish a headcount
- d. Check to be sure that all passengers have left the bus/ van
- e. Supervise or arrange for supervision at the assembly point

4. Report to the Principal's office the names of students sent to the hospital, giving the name and location of the hospital.

B. Responsibilities of District Personnel, other than the van/bus driver

1. Assist in implementing directions given by the driver.
2. Assist in the supervision or orderly evacuation if this is necessary.
3. Monitor and supervise students as needed and assist with First

Psychological Trauma

SUICIDE INTERVENTION PLAN

(Adapted from Jones and McKee, 1989 by permission)

McKee, P.W., Jones, R.W., & Barbe, R.H. (1993) Suicide and the school: A practical guide to suicide prevention. Horsham, Pennsylvania: LRP Publication.

The suicide intervention plan is designed to be a guideline for school staff who encounter students in need of crisis services. Every situation cannot be addressed or anticipated, but this plan can provide direction in formulating a personalized plan of action.

In many crisis situations, the sequence of events may vary according to need and several steps may occur simultaneously. Important: In all of these considerations, attention should be focused upon the safety and best interests of the students.

Step 1: Stabilize

1. Under NO circumstances should a potentially suicidal youth be left alone.

2. Calmly talk to the student to determine if the student has any life-threatening instruments or substances on or near his/her person. (i.e., gun, knife, drugs, etc.)

3. If possible, calmly remove any such devices from the student and the immediate environment. Do not struggle with the student if you meet resistance.
4. Inform the school administration and the closest Crisis Intervention Team member of the situation and your location.
5. Calmly move the student to a pre-arranged, non-threatening place away from other students where there will be a Crisis Intervention Team member and a telephone close by.

At this point, the Crisis Intervention Team member should assume responsibility for the crisis interview. If the teacher or other staff members who began the process is needed or wishes to remain with the situation, this should be allowed, if appropriate.

Step 2: Assess Risk

The crisis Intervention Team Member should calmly talk to the student in order to assess the risk that the student will harm self:

- o If the student will not give up the life-threatening instruments, then go to EXTREME RISK PROCEDURE.
- o If the student gives up the dangerous devices but is still in imminent danger of harming themselves, then go to the SEVERE RISK PROCEDURE.
- o If the student is in no imminent danger of harming themselves, then go to the MODERATE RISK PROCEDURE.

Step 3: Determine Services

EXTREME RISK PROCEDURE

1. Call an ambulance in event of overdose or injury requiring medical attention
2. Call the police if an immediate threat exists to the safety of the student or others.
3. Calm students by talking and reassuring until sheriff deputies arrive.
4. Try to have the student relinquish means of harming themselves and try to prevent the student from harming themselves.
5. Call parents or caregiver and inform them of the action taken, or have them called by another Crisis Intervention Team member.

SEVERE RISK PROCEDURE

1. Determine if the student's distress appears to be the result of a parent or caretaker abuse, neglect, or exploitation. Determine if a further internal referral is necessary before proceeding with interview(i.e., does school counselor need to come into check out allegations of abuse or neglect?). If allegations warrant refer to CPS.
2. If distress is apparently not related to abuse, neglect or exploitation, referral should be made to parents. The parents should be strongly encouraged to have the child evaluated. A list of referral sources and telephone numbers will be provided for this purpose.
3. If neither parents, Child Protective Services, nor the police can/will intervene before the end of the school day, the student should be taken to the nearest hospital emergency room.
4. In all of these considerations, attention should be focused upon the safety and best interests of the child.
5. Parents/caretakers should be contacted and notified of school actions at the earliest possible time.

MODERATE RISK PROCEDURE

1. Determine if the student's distress appears to be the result of a parent or caretaker abuse, neglect, or exploitation. Determine if a further internal referral is necessary before proceeding with the interview. If allegations warrant refer to CPS.
2. If distress is apparently not related to abuse, neglect or exploitation, parent or caretaker should be called, advised of the situation, and asked to take the student to a hospital or other appropriate agency (with phone numbers provided). If they refuse, call in social worker or counselor for consideration of Mental Health referral.
3. Call parents/caretakers and inform them of the actions taken.

Step 4: Inform

1. Inform appropriate members of the administration, other Crisis Intervention Team members, teachers, counselors of the facts of the action taken.
2. Inform close friends and sibling(s) of the student of the facts and action taken. Keep in mind that feeder schools may have students or personnel who would be affected. The Crisis Intervention Team at those schools should be notified.

Step 5: Follow-up

1. Determine whether emergency or short-term procedures were followed.
2. Determine whether long-term services have been arranged.
3. If an emergency, short-term or long-term services have not been satisfactorily pursued, contact either Child Protective Services or Community mental Health Services, as appropriate.
4. Continue to show concern for the student.
5. Call a debriefing meeting of the Crisis Intervention Team to critique the handling of the situation.

FINAL THOUGHTS

School staff who have reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Some important points to remember when talking with parents:

- o The goal of parental notification is to safeguard the welfare of the student.
- o School personnel should do their best to elicit a supportive and proactive reaction from the parents.
- o Discuss the need for increased supervision of the student.
- o Discuss the need to remove lethal weapons such as guns.
- o Parents who refuse to acknowledge the seriousness of the suicidal emergency should be encouraged to sign a form indicating that they have been notified and informed of the emergency.

SUICIDE PREVENTION GUIDELINES FOR SCHOOL STAFF

(Author Unknown)

DOs:

- o Learn to recognize the clues to suicide: depression, helplessness, threats or words of warning, withdrawal, isolation, excessive stress, giving away possessions, etc.
- o Advise parents of your concern and maintain records of interaction when talking with a troubled student and parent.
- o Trust your own judgment.
- o Listen and understand the feelings behind the words. Take every feeling the student expresses seriously.
- o Tell others. Immediately refer to all students you feel are suicidal to the principal, counselor, and/or crisis team.
- o Remind the student that suicide is a permanent solution to a temporary problem.
- o Ask the student to postpone the decision for a while; in return, you might offer to accompany them to find support or help.
- o Accept the fact that in some cases you may not be able to keep a student from committing suicide.

DON'Ts

- o Don't worry about breaking the confidence if someone reveals suicidal plans to you. You may need to tell a secret to save a life.
- o Don't try to win arguments about suicide. They might not be able to be won.
- o Don't moralize or preach to the student.
- o Don't dismiss a suicide threat or challenge a student to do it.
- o Don't leave a suicidal student alone if you think there is immediate danger.
- o Don't attempt to rescue the suicidal student by yourself.
- o Don't ignore signs. Ignoring confirms to the student that he/she is unloved or misunderstood.
- o Don't give false assurances that "everything will be fine".
- o Don't be misled by the student's comments that the emotional crisis has ended.
- o Don't assume the aggressive child may commit suicide over the "good", "quiet", or "obedient" child.

INTERVENTIONS AND RECOMMENDATIONS

- o Provide opportunities for success. Praise and reinforce the students' behavior whenever possible.
- o Discuss with the student what he/she would like to do or accomplish. Set up realistic goals and a step-by-step program to guide the student toward achieving the goals.
- o Allow the student with a poor self-concept to help someone else. Doing something special for someone else helps the helper feel better about himself/herself.
- o Write out a list of the student's strengths to help you form a more positive conception of the child.
- o Ask the student to write down ten positive things about himself/herself. Help the student find ways to use his/her positive attributes to increase positive feelings about himself/herself.

- o Supportive counseling with adults in the student's life will often help these adults to understand the student and the inappropriate behaviors that often result from poor self-concept.
- o Have the student list situations that he/she finds uncomfortable or difficult. Discuss ways of behaving in these situations and role-play new behaviors. Encourage the student to try new behaviors in realistic situations.
- o Use active listening. Teach the student problem-solving skills, being able to solve one's own problems builds confidence in self.
- o Involve the student in group activities at home and in school.
- o Use a contract with rewards for attempting new behaviors.
- o Help the student change thoughts of "I can't" to "I will try". Encourage positive thinking (cognitive restructuring).
- o Accept no excuses for poor behavior. Avoid being judgmental and criticizing. Ask the student what can be accomplished and negotiate a contract or a new contract if the first one was not successful.
- o Students with low self-concept and depressive (sad) feelings often benefit from assertiveness training.
- o Use diaries, drawings, incomplete sentences, fantasy games, etc. as an aid to understanding the student's feelings and thoughts.
- o Find an appropriate model or "buddy" for the student.
- o Examine the family constellation. Often poor self-concepts are formed; feelings of rejection, depression appear when children are compared to older or younger siblings and feel that they do not measure up.
- o Utilize group techniques for improving self-concept.

Suspected Contamination of Food or Water

This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of the contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

Tactical Responses to Criminal Incidents

Secure students and report to administration and if necessary, call 911 and then follow the directions of local emergency management agencies

Unlawful Demonstration or Walkout

An unlawful demonstration or walkout is any unauthorized assemblage on or off-campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action.

Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.

Emergency Evacuation Map

Emergency Exit Map
2019-2020

