

Comprehensive School Safety Plan SB 187 Compliance Document

**2021-2022
School Year**

School: Buena Vista Middle School and Spreckels Elementary School
CDS Code: 27-66225
District: Spreckels Union School District
Address: P.O. Box 7362
Spreckels, CA 93962
Date of Adoption: Revision adopted January 6, 2022

Approved by:

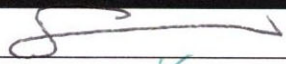

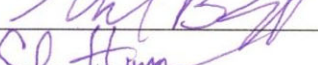

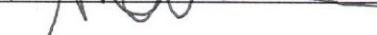
Name	Title	Signature	Date
Steve McDougall	Board President		1/6/22
Jennifer Kato	Board Vice President		1/6/22
Michael B. Scott	Board Clerk		1/6/22
Chris Hasegawa	Board Member		1/6/22
Stephanie McMurtrie Adams	Board Member		1/6/22

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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 both school sites and the District Office.

Safety Plan Vision

Spreckels Union School District believes our students are our core mission, and our community has a shared responsibility to provide an equitable, rigorous, world-class education in an innovative environment that values creativity, curiosity, collaboration, and diversity in order to promote lifelong learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Buena Vista Middle School and Spreckels Elementary School Safety Committee

Eric Tarallo, Superintendent

Teresa Scherpinski, Spreckels School Principal

Kate Pagan, BVMS Principal

Laura Viarengo, Teacher in Charge, BVMS

Alisha Ball, Teacher in Charge, SES

Heather Brodehl, Bus Driver, CSEA Rep

Michael Kimball, Parent/Safety Consultant

Dr. Traynor, Safety Consultant

For the 2021-22 school year, the Committee will (or will have met) on:

September 28, 2021

General District Information

A. District Profile

Spreckels Unions School District is comprised of two campuses; an elementary campus, Spreckels School, that serves students in TK-5 and Buena Vista Middle School that serves grades 6-8. The district is located in the Salinas Valley of Monterey County. Spreckels Elementary School is in the small town of Spreckels located off of Highway 68 between Salinas and Monterey. Buena Vista Middle School is located just off River Road in the Las Palmas subdivision.

The parent population is engaged in private sector work with the local agriculture businesses being major employers. Public sector work primarily employs the parent population in the fields of education and public safety.

- Current Enrollment (2020-21) Grades TK – 8: approximately 935
- Certificated Staff: 48 Full-Time Equivalents
- Classified Staff: 24.8 Full-Time Equivalents
- Admin/Management/Confidential: 6 Full Time Equivalents

B. Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The administration and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

C. District Mission

We fulfill our mission by creating learning opportunities that meet the diverse needs of all students and empower them to flourish both academically and social-emotionally. We nurture each individual's strengths and resiliencies to help them reach their full potential. As an academic team and community, we model and instill the core values of compassion, kindness, and respect in all of our work.

D. Description of School Facilities

The campuses are partially enclosed with perimeter fencing. There are two points of entry at Spreckels School and one point of entry at Buena Vista Middle School. All points of entry are secured with technological enhancements and monitored by cameras. Each campus has an entrance with a sign posted that all visitors are to check in at the school office upon arrival. Visitors to each school site must be identified and "buzzed in" by office staff before entering school grounds. All other entrances are locked during school hours. A clear path and signage direct parents to school's main offices which are prominently located at the front of the schools, directly in front of the visitor parking lot.

Spreckels School Campus Description

Year Built - 1938

Restrooms-6 plus 2 used for special needs students
Acreage - 9
Administration Building - 1
Square Footage - 56,387
Library - 1
Number of Permanent Classrooms - 24
Number of Portable Classrooms - 8
Auditorium - 1
Special Education Classrooms - 2

Buena Vista MS Campus Description

Year Built - 1997
Restrooms (in sets) - 4
Acreage - 12
Administration Building - 1
Square Footage - 47,981
Library - 1
Number of Permanent Classrooms - 6
Computer Lab - 1
Number of Portable Classrooms - 16
Multi-purpose Facility/Gym - 1
Special Education Classrooms - 2

E. Personal Characteristics of Students

Student enrollment includes 17% of students qualifying for Free or Reduced Price meals, 6% of students are eligible for English Language Learner services, and 9% of all students are on an Individualized Education Plan.

F. Crime Status and Reporting

Spreckels Union School District complies with all Federal regulations in the accumulation and reporting of data and statistics pertaining to expulsions, suspensions, and truancy information. In accordance with those requirements, it has been determined that Spreckels Union School District is NOT at risk of being classified as a persistently dangerous district.

2020-21 Data not available due to Covid-19 Pandemic

2019-20 Summary Data:

Suspension Rate - .5%

Expulsion Rate - 0.0%

Chronic Absenteeism Rate: 5.7%

On the 2018-California Healthy Kids Survey, 82% of elementary school students reported feeling safe at school and 78% of middle school students reported feeling safe at school.

Assessment of School Safety

An assessment may include, but not be limited to, data on reports of school crime, suspension and expulsion rates and survey of students, parents / guardians and staff regarding perceptions of school safety.

For access to the School Accountability Report Card (SARC) please visit <https://spreckelsdistrict.org/>.

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

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

1. Child abuse reporting procedures consistent with Penal Code 11164

2. Routine and emergency disaster procedures including, but not limited to
 - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act.
 - b. An earthquake emergency procedure system in accordance with Ed. Code 32282
 - c. A procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies pursuant to Education Code 48915(c) and other school - designated serious acts that would lead to suspension, expulsion or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation and bullying, pursuant to Education Code 200 - 262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang - related apparel," the provisions of that dress code and the definition of "gang - related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians and employees to and from school
8. A safe and orderly environment conducive to learning at the school
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
10. Hate crime reporting procedures pursuant to Penal Code 628-628.6

Among the strategies for providing a safe environment, the plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying and hazing and cyber-bullying, as well as behavioral expectations and consequences for violations
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/ guardian support and reinforcement of the school's rules and increase the number of adults on campus
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol that shall reflect expectations for drug-free schools and support for recovering students
6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
7. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school
8. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campuses to outsiders, securing the campus perimeter, protecting buildings against vandalism and providing for a law enforcement presence on campus
10. Crisis prevention and intervention strategies, which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
 - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
 - c. Assignment of staff members responsible for each identified task and procedure
 - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for student and staff to practice the evacuation plan
 - e. Coordination of communication to schools, Governing Board members, parents / guardians and the media
 - f. Development of a method for the reporting of violent incidents
 - g. Development of follow-up procedures that may be required after the crisis has occurred, such as counseling
11. Staff training in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

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

CHILD ABUSE PREVENTION AND REPORTING

Child Abuse Prevention

The Governing Board recognizes the District's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The District's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse.

The Superintendent or designee shall seek to incorporate community resources into the District's child abuse prevention programs.

To the extent feasible, the Superintendent or designee shall use these community resources to provide parents / guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting Hotlines: 1-800-606-6618 or 831-755-4661

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the District has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. Employees will report known or suspected incidents to the Monterey County Sheriff as well as the Monterey County Department of Social Service. The suspected child abuse report form can be located at http://mcdss.co.monterey.ca.us/families/downloads/ss_8572.pdf.

The Superintendent or designee shall provide annual training regarding the reporting duties of mandated reporters. In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans
33308.1 Guidelines on procedure for filing child abuse complaints
44690-44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.4 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse

WEB SITES:

California Attorney General's Office, Crime and Violence Prevention Center:

<http://safestate.org>

California Department of Education, Safe Schools:

<http://www.cde.ca.gov/ls/ss>

California Department of Social Services, Children and Family Services Division:

<http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, National Clearinghouse on Child Abuse and

Neglect Information:

<http://nccanch.acf.hhs.gov>

Neglect Information - <http://nccanch.acf.hhs.gov>

Child Abuse Reporting Hotlines: 1-800-606-6618 or 831-755-4661

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

Disaster Plan (See Appendix C-F)

EMERGENCIES AND DISASTER-PREPAREDNESS PLAN

The Governing Board recognizes that all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of a disaster. School employees are considered disaster-service workers and are subject to disaster-service activities assigned to them. (Government Code 3100)

The Superintendent or designee shall develop and maintain a disaster-preparedness plan that details provisions for handling emergencies and disasters and which shall be included in the District's comprehensive school safety plan. (Educ. Code 32282).

The Superintendent or designee shall develop and maintain a disaster-preparedness plans for each school site. In developing the District and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating District and site-level emergency and disaster-preparedness plans.

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus
46390-46392 Emergency average daily attendance in case of disaster
49505 Natural disaster; meals for homeless students; reimbursement

GOVERNMENT CODE

3100 Public employees as disaster service workers
8607 Standardized emergency management system

CODE OF REGULATIONS, TITLE 5

550 Fire drills
560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Avian Influenza, Governance and Policy Services Fact Sheet, April 2006
911! A Manual for Schools and the Media During a Campus Crisis, 2001

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Pandemic Influenza Planning Checklist, 2006

CONTRA COSTA COUNTY OFFICE OF EDUCATION

Pandemic Flu School Action Kit, June 2006

GOVERNOR'S OFFICE OF EMERGENCY SERVICES

School Emergency Response: Using SEMS at Districts and Sites, June 1998

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

WEB SITES

CSBA:

<http://www.csba.org>

American Red Cross:

<http://www.redcross.org>

California Department of Education, Crisis Preparedness:

<http://www.cde.ca.gov/ls/ss/cp>

California Office of Emergency Services:

<http://www.oes.ca.gov>

California Seismic Safety Commission:

<http://www.seismic.ca.gov>

Centers for Disease Control and Prevention:

<http://www.cdc.gov>

Contra Costa County Office of Education, Pandemic influenza resources:
http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit

Federal Emergency Management Agency:
<http://www.fema.gov>

U.S. Department of Education, Emergency Planning:
<http://www.ed.gov/admins/lead/safety/emergencyplan>

U.S. Department of Homeland Security:
<http://www.dhs.gov>

Public Agency Use of School Buildings for Emergency Shelters

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

Emergency Disaster Procedures for Pupils with Disabilities

For students with disabilities, physical environments become a great deal more difficult to deal with during and after an emergency. To address every student's unique needs during an emergency, the District will identify all students who require additional or specialized help and develop a plan of action. Each student's preparedness plan will include:

1. General strategies
2. A buddy system (with either a strong peer or staff member)
3. Medication management
4. Access to communication
5. Time management
6. Preparedness supplies
7. Key practices for certain impairments

The plan will be shared with the student's teacher(s) at the beginning of the year and implemented during emergency drills.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

SUSPENSION AND EXPULSION / DUE PROCESS

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

To correct the behavior of students who are subject to discipline, the Superintendent or designee, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144.1. (Education Code 48900.5)

Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities. Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when the student involved has a history of misconduct and other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself / herself or others.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law and administrative regulation. District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the District's nondiscrimination policies.

DUE PROCESS

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

Removal from Class by a Teacher and Parental Attendance

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent / guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

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

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom.
(Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent / guardian stating that his / her attendance is required pursuant to law.
(Education Code 48900.1)

A parent / guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent / guardian also shall meet with the principal or designee. (Education Code 48900.1)

At the meeting with the student's parent/ guardian, the principal or designee shall explain the District's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent / guardian does not respond to the request to attend school, the principal or designee shall contact him / her by telephone, mail, or other means that maintains the confidentiality of the student's records.

District regulations and school - site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents / guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Supervised Suspension Classroom

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law.

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

Decision Not to Enforce Expulsion Order

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

EDUCATION CODE

212.5 Sexual harassment
233 Hate violence
1981 Enrollment of students in community school
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48645.5 Readmission; contact with juvenile justice system
48660-48667 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parental notifications
49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication
48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt
54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting
7151 Gun-free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Civil Rights Data Collection Summary, March 2012

WEB SITES

CSBA:

<http://www.csba.org>

California Attorney General's Office:

<http://www.oag.ca.gov>

California Department of Education:

<http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs>

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

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

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

Confidential Memorandum (example)

To:
From: Eric Tarallo, Superintendent
Date:
Re: Students having committed specified crime

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

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

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

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:
If you have any questions, please see me.

Eric Tarallo, Superintendent

SPRECKELS UNION SCHOOL DISTRICT

To: ALL CERTIFICATED STAFF
From: Eric Tarallo, Superintendent
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended.

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

Violation:

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 aide or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic

beverage, or intoxicant of any kind (Education Code 48900(c))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))

12. Possessed an imitation firearm (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

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

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-8

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

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

If you have any questions or need further information, please see me.

Eric Tarallo, Superintendent

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

SEXUAL HARASSMENT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender,

in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

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

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

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

SCHOOL-LEVEL COMPLAINT PROCESS / GRIEVANCE PROCEDURE

Complaints of sexual harassment, or any behavior prohibited by the District's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

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

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

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

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

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator / Principal shall describe the District's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his / her complaint in

writing. If the student requests confidentiality, he / she shall be informed that such a request may limit the District's ability to investigate.

4. Investigation Process: The Coordinator / Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

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

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

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

6. Optional Mediation: In cases of student-to-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator / Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he / she shall be advised of the right to end the informal process at any time.

7. Factors in Reaching a Determination:

In reaching a decision about the complaint, the Coordinator / Principal may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

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

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator / Principal shall conclude the investigation and prepare a written report of his / her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator / Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If sexual harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents / guardians of the student who complained and the student who was accused, and the Superintendent or designee.

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

ENFORCEMENT OF DISTRICT POLICY

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

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

In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment that he / she knew was not true.

NOTIFICATIONS

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

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

FOR DISTRICT PERSONNEL

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or other verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting, when (Education Code 212.5):

1. Submission to the conduct is made either expressly or by implication, a term or condition of the other's employment
2. Submission to or rejection of such conduct by the other individual is used as the basis for an employment decision affecting him/her
3. The conduct has the purpose or effect of unreasonably interfering with the other individual's work or academic performance; creating an intimidating, hostile or offensive work or educational environment; or of adversely affecting the other individual's evaluation, advancement, assigned duties, or any other condition of education, employment or career development
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him / her regarding benefits, services, honors, programs or activities available at or through the District

Other examples of sexual harassment, whether committed by a supervisor or any other employee, include but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual way

7. Cornering or blocking of normal movements
8. Displaying sexually suggestive objects in the educational or work environment
9. Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment complaint

TRAINING

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The District's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state statutory law on the prohibition against and the prevention and correction of sexual harassment and the remedies available to the victims of sexual harassment in employment. The training shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the District's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the District's complaint procedures.

NOTIFICATIONS

A copy of this policy shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building or other area of the school
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired
3. Appear in any school or District publication that sets forth the school's or District's comprehensive rules, regulations, procedures and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of District information sheets that contain, at a minimum, components on: (GC 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The District's complaint process available to the employee
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission
6. Directions on how to contact the Fair Employment and Housing Department and Commission

Discrimination and Harassment Policies

Spreckels Union School District
Students Policy #5145.3

NON-DISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the District's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any District school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a District school, and to acts

which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

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

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

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the District's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program.

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Spreckels Union School District
Students Policy #5145.3

NON-DISCRIMINATION/HARASSMENT

He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

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

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the District to monitor, address, and prevent repetitive prohibited behavior in District schools.

Legal Reference: EDUCATION CODE 200-262.4 Prohibition of discrimination 48900.3 Suspension or expulsion for act of hate violence 48900.4 Suspension or expulsion for threats or harassment 48904 Liability of parent/guardian for willful student misconduct 48907 Student exercise of free expression 48950 Freedom of speech 48985 Translation of notices 49020-49023 Athletic programs 51500 Prohibited instruction or activity 51501 Prohibited means of instruction 60044 Prohibited instructional materials CIVIL CODE 1714.1 Liability of parents/guardians for willful misconduct of minor GOVERNMENT CODE 11135 Nondiscrimination in programs or activities funded by state PENAL CODE 422.55 Definition of hate crime 422.6 Crimes, harassment CODE OF REGULATIONS, TITLE 5
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432 Student record 4600-4670 Uniform complaint procedures 4900-4965 Nondiscrimination in elementary and secondary education programs UNITED STATES CODE, TITLE 20 1681-1688 Title IX of the Education Amendments of 1972 12101-12213 Title II equal

opportunity for individuals with disabilities UNITED STATES CODE, TITLE 29 794 Section 504 of Rehabilitation Act of 1973 UNITED STATES CODE, TITLE 42 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964 6101-6107 Age Discrimination Act of 1975 CODE OF FEDERAL REGULATIONS, TITLE 28 35.107 Nondiscrimination on basis of disability; complaints CODE OF FEDERAL REGULATIONS, TITLE 34 99.31 Disclosure of personally identifiable information 100.3 Prohibition of discrimination on basis of race, color or national origin 104.7 Designation of responsible employee for Section 504 106.8 Designation of responsible employee for Title IX 106.9 Notification of nondiscrimination on basis of sex 110.25 Prohibition of discrimination based on age COURT DECISIONS Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567 Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130 Management Resources: CSBA PUBLICATIONS Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016 CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018 FIRST AMENDMENT CENTER PUBLICATIONS Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006 U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016 Dear Colleague Letter: Title IX Coordinators, April 2015 Dear Colleague Letter: Harassment and Bullying, October 2010 Notice of Non-Discrimination, Fact Sheet, August 2010 WEB SITES CSBA:

<http://www.csba.org>

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California Department of Education: <http://www.cde.ca.gov> California Safe Schools Coalition: <http://www.casafeschools.org>

California Office of the Attorney General: <http://oag.ca.gov> First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org> U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr> (10/14 9/16) 5/18

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

STUDENT DRESS CODE

In cooperation with teachers, students and parents / guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with District policy and regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

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

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and / or classes. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (EC 49066)

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

GANG-RELATED APPAREL

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents / guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this

definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

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

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

VISITORS / OUTSIDERS

The Superintendent or designee shall post at every entrance to each school and school grounds a notice setting forth visitor registration requirements, hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

Due to Covid-19 protocols, for the 2021-22 school year, visitors need to sign in to the front office and conduct a wellness check at a temperature kiosk and where the generated sticker.

The number of volunteers for the 2021-22 school year has been limited due to Covid-19 protocols.

OUTSIDER REGISTRATION

Outsiders shall register upon entering school premises during school hours. Any person other than the following is considered an outsider: (Evidence Code 1070; Penal Code 627.1, 627.2)

1. A student of the school, unless currently under suspension
2. A parent / guardian of a student of the school
3. A Governing Board member or District employee
4. A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request
5. A representative of a school employee organization who is engaged in activities related to the representation of school employees
6. An elected public official
7. A publisher, editor, reporter, or other person connected with or employed by a newspaper, magazine, other periodical publication, press association or wire service, radio station, or television station

REGISTRATION PROCEDURE

In order to register, visitors shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His / her name, address and occupation
2. His / her age, if less than 21
3. His / her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

PRINCIPAL'S REGISTRATION AUTHORITY

The following provisions of law shall apply to outsiders. Outsiders do not include students, parents/guardians, District employees, elected public officials, or other persons listed in Penal Code 627.1.

1. The principal or designee may refuse to register any outsider if he / she reasonably concludes that the outsider's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke an outsider's registration if he / she has a

reasonable basis for concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting school, students or staff. (Penal Code 627.4)

2. The principal or designee may request that an outsider who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When an outsider is directed to leave, the principal or designee may inform the outsider that if he / she reenters the school within seven days he / she will be guilty of a misdemeanor subject to a fine and / or imprisonment. (Penal Code 627.7)

APPEAL PROCEDURE

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he / she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

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

Component:

People and Programs

Element:

Our plan helps us to create a caring and connected school climate where students and staff respond proactively rather than reactively in situations of concern.

Opportunity for Improvement:

Safety committee will include topic as standing agenda item for opportunity development.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Recognize and build on the cultural richness of our school community, improve tolerance, and create respect for diversity.	Focus staff development on curriculum and training. Incorporate diversity awareness curriculum. Implement empathy training. Kindness Campaign.	Instructional Leadership Team (ILT) Southern Poverty Law Center - Teaching Tolerance (www.teachingtolerance.org) Hope Services Bucket Filling Assembly	Administration Health Teachers	Survey (see appendix)
Promote caring, supportive relationships with students to support resiliency through education and increased access to counseling services.	Continue Harmony at Home youth services program "Sticks and Stones" for kids in crisis. Offer staff development opportunities in mandated reporting laws, anti-bullying resources, and digital citizenship.	Harmony at Home Services Mandated Reporting Laws Bullying Workshops Digital Citizenship (www.digitalcitizenship.net)	Administration	Survey (see appendix)

Objectives	Action Steps	Resources	Lead Person	Evaluation
	<p>Nationally recognized bullying prevention speaker, Barbara Coloroso, to speak with teachers, students, and parents</p> <p>Train staff and students on bullying prevention and tolerance.</p>	<p>Southern Poverty Law Center - Teaching Tolerance (www.tolerance.org)</p> <p>Presentations (Coloroso)</p> <p>Assemblies</p> <p>Prevention training</p>		
Communicate clear standards and consequences that are consistently and fairly enforced.	<p>Post easily visible student expectations and consequences in every classroom.</p> <p>Provide Beginning of the Year assembly on school-wide expectations of student behavior.</p>	<p>Student Handbook</p> <p>District and School Website</p> <p>Board Policy and Regulations</p> <p>Assembly</p>	Administration	<p>Decrease in negative student behavior infractions (suspensions, detentions, expulsions).</p> <p>Survey (see appendix)</p>
Reduce student truancy and increase daily average attendance.	<p>Enforce current truancy policy with consistency.</p> <p>Partner with district attorney for early intervention.</p> <p>Provide site and district wide incentives for excellence in attendance, academics, and behavior.</p>	<p>District Student Information System (SIS)</p> <p>Trimester reports</p> <p>School Board of Trustees</p> <p>Parents' Clubs</p>	<p>Administration</p> <p>Faculty</p>	<p>SIS data reports</p> <p>Student transcripts</p>
Provide a NIMS / SEMS compliant crisis response plan.	<p>Communicate procedures for security, including a NIMS / SEMS compliant crisis response plan.</p> <p>Provide district-wide staff development and training</p>	<p>Safety Committee Members</p> <p>Operational Safety Plan</p> <p>Comprehensive Safety Plan</p>	<p>Superintendent</p> <p>Safety Leadership Committee</p> <p>Safety Committee</p>	School Board adoption and implementation of Comprehensive Safety Plan
Implement after school program checklist for basic safety requirements and standards for volunteers who work with students.	<p>Require fingerprinting on file with the district office.</p> <p>Require basic first aid certification.</p>	The National Federation of State High School Associations website for online training and certification courses	<p>Administration</p> <p>Athletic Director</p> <p>District Office</p>	Completed certification

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Provide volunteers with a code of ethics in response to working with students.	www.nfhslearn.com/courses		
Increase counseling, anger management, mediation, and anti-violence groups available to students.	<p>Offer staff development opportunities in mandated reporting laws, anti-bullying resources, and digital citizenship.</p> <p>Empower students to take responsibility in safety.</p> <p>Communicate procedures to report (anonymously) and deal with threats.</p> <p>Research grant opportunities for bully prevention / digital citizenship programs.</p> <p>Kindness Campaign.</p> <p>Encourage parent club participation to promote bullying awareness and prevention training.</p>	<p>Bullying Workshops</p> <p>Digital Citizenship (www.digitalcitizenship.net)</p> <p>Southern Poverty Law Center - Teaching Tolerance (www.tolerance.org)</p> <p>Presentations</p> <p>Assemblies</p> <p>Prevention training</p> <p>Keenan & Associates</p>	<p>Administration</p> <p>Safety Leadership Committee</p>	Survey (see appendix)
Provide opportunities for faculty and staff to meet basic safety requirements and standards for working with children.	<p>Require basic first aid certification.</p> <p>Offer CPR certification opportunities.</p>	The American Heart Association training	<p>Administration</p> <p>Safety Leadership Committee</p>	Completed certification
Provide formal emergency response trainings for all educators and staff.	<p>Provide professional staff development day at the beginning of each school year and throughout the academic year as needed.</p> <p>Tabletop scenarios</p> <p>Drills</p> <p>Faculty and Staff meetings</p>	<p>Local Law enforcement personnel</p> <p>Local emergency personnel</p> <p>Safety Committee Members</p> <p>Operational Safety Plan</p> <p>Comprehensive Safety Plan</p>	<p>Administration</p> <p>Safety Leadership Committee</p>	Completed district certification

Component:

Physical Environment

Element:

Create a safe physical environment that creates a respectful, accepting, and emotionally nurturing atmosphere for learning.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Schoolwide practice of emergency drills (fire, earthquake, evacuation, lockdown, active shooter)	<p>Yearly staff development of updated crisis response plan.</p> <p>Instruction to students about safety procedures and evacuation routes.</p> <p>Regularly scheduled drills: Monthly - fire/evacuation Quarterly - earthquake Biannually - lockdown/hostile intruder</p> <p>Coordinate Safety drills with MCOE (Monterey County Office of Education) and after school programs on site.</p>	<p>Crisis Response Plan</p> <p>Comprehensive Safety Plan</p> <p>Local Fire Department</p> <p>Safety Committee Recommendations</p>	<p>Administration</p> <p>Safety Leadership Committee</p>	<p>Drill / Emergency response times</p> <p>Fire Department observation</p> <p>Calendar with drill dates submitted to district office and MCOE at the start of the school year.</p>
Update emergency supplies in each classroom emergency / first aid backpacks as well as the health technician's office.	Annually collect, review, renew, refill, and distribute first aid backpacks to each classroom.	Health Aide Office	<p>Administration</p> <p>Health Aide</p>	Staff feedback
Staff will assist in providing a safe playground and campus for students.	<p>Meet with duty supervisors at the beginning of the year, and as needed, to review appropriate supervision strategies, playground rules, dealing with students, and emergency situations.</p> <p>Fire Department annual inspection.</p>	<p>Teacher binder</p> <p>Staff training in first aid and CPR</p>	Administration	Written report from Fire Department

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide each campus classroom and district office with an emergency preparedness bucket (orange) for use during extended lockdowns.	Provide annual training and explanation of contents.	Safety Committee	Administration Safety Leadership Committee	Staff feedback

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Buena Vista Middle School and Spreckels Elementary School Student Conduct Code

Conduct Code Procedures

CONDUCT

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

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with District policies and administrative regulations. Students and parents/guardians shall be notified of District and school rules related to conduct.

The following district rules are adopted to ensure that a safe and orderly school environment conducive to learning exists at both school sites:

Prohibited student conduct includes but is not limited to:

1. Conduct that endangers staff, students or others including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyber-bullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of authority

5. Damage to or theft of property belonging to the District, staff or students - The District shall not be responsible for students' personal belongings that are brought on campus or to a school activity and are lost, stolen, or damaged.

6. Obscene acts or use of profane, vulgar or abusive language

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

8. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27)

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time.

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other District employee, and at any other time directed by a District employee.

Any device with camera, video, or voice recording function shall not be used in any manner that infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty in schoolwork or on tests

11. Inappropriate attire

12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

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

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12

SEARCH AND SEIZURE

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a District employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time. Students who violate District or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline in accordance with law, Board policy, and administrative regulation for any off-campus conduct during non-school hours that poses a threat or danger to the safety of students, staff, or District property or substantially disrupts school activities.

LEGAL REFERENCE:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students
35291-35291.5 Rules
44807 Duty concerning conduct of students
48900-48925 Suspension and expulsion
51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce
313 Harmful matter
417.25-417.27 Laser scope or laser pointer
647 Use of camera or other instrument to invade person's privacy; misdemeanor
653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981
Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088
Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675
New Jersey v. T.L.O., (1985) 469 U.S. 325
Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

MANAGEMENT RESOURCES:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
Cyber-bullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ss/ss>
Center for Safe and Responsible Internet Use: <http://cyberbully.org>
National School Boards Association: <http://www.nsba.org>
National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education: <http://www.ed.gov>

(J) Hate Crime Reporting Procedures and Policies

HATE - MOTIVATED BEHAVIOR

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to

be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The District prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of District and community resources.

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

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

GRIEVANCE PROCEDURES

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

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal or designee, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the District shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

LEGAL REFERENCE:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

MANAGEMENT RESOURCES:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

California Student Safety and Violence Prevention –Laws and Regulations, April 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997

WEB SITES

CSBA: <http://www.csba.org>

California Association of Human Relations Organizations: <http://www.cahro.org>

California Department of Education: <http://www.cde.ca.gov>

National Youth Violence Prevention Resource Center: <http://www.safeyouth.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Community Relations Service: <http://www.usdoj.gov/crs>

Safety Plan Review, Evaluation and Amendment Procedures

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Spreckels Union School District and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on January 20 and March 10, 2015. Spreckels Union School District Safety Committee and the Board of Trustees has evaluated our Comprehensive School Safety Plan and determined the following:

1. Students will be exposed to programs celebrating diversity to reduce tension.
2. A visitor sign-in desk will be established at the site, and all visitors will be issued identification cards.
3. Character-based educational curriculum will be used to enhance positive interpersonal relationships.
4. Positive Behavioral Interventions and Support (PBIS) training will be provided to all staff.
5. Video surveillance and school-entry systems will be enhanced.

In addition, the following items need to be updated on a regular basis:

1. Safety committee meeting agendas and minutes
2. Monthly drills
3. Discussion of implementation and compilation of survey data
4. Consistency of discipline with consequences
5. Implementation of cyber safety best practices with technology rollout

Safety Plan Appendices

Emergency Contact Numbers

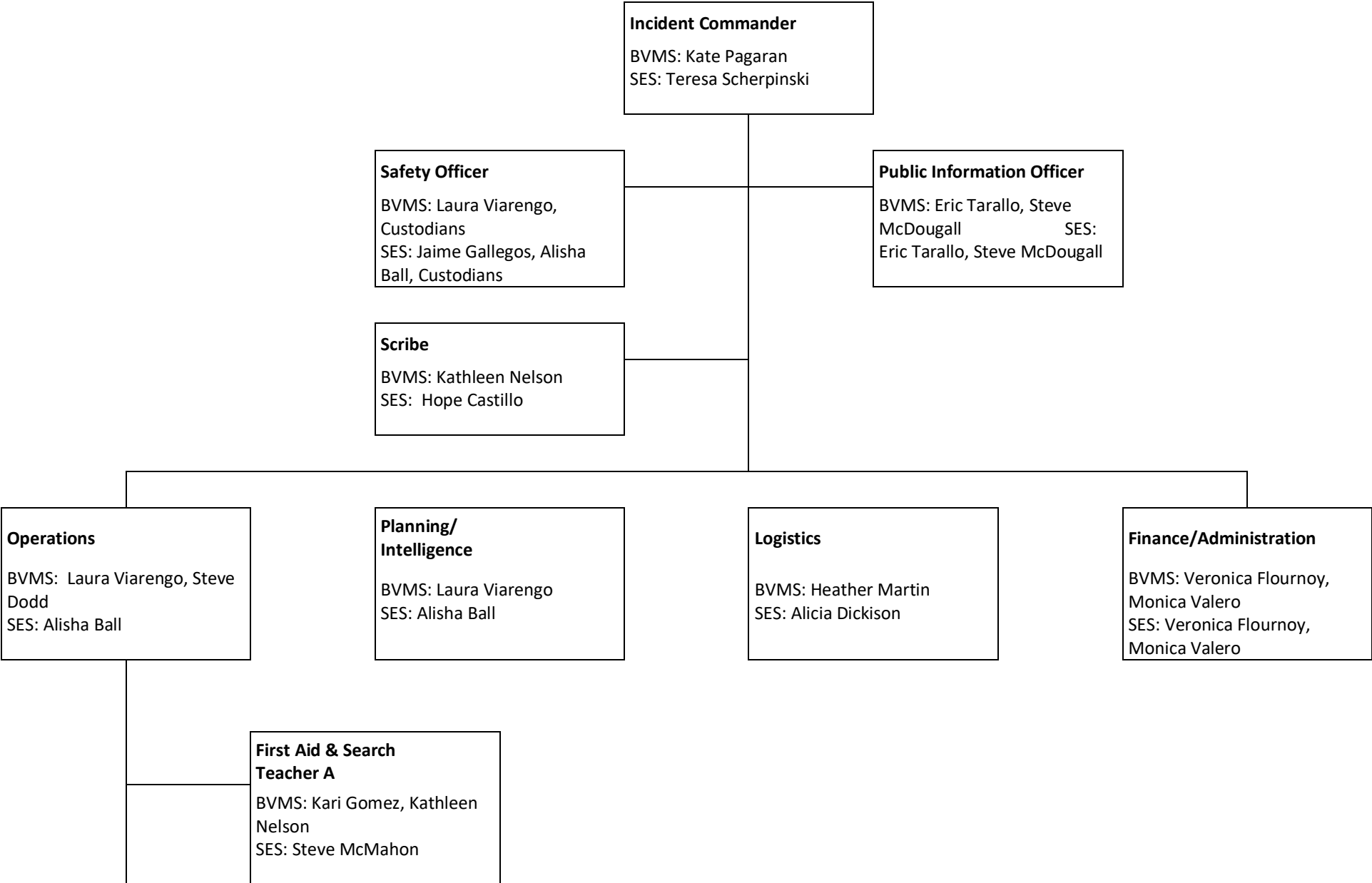
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Monterey County Sheriff	Emergency - 911, Non-emergency 831-755-3700	
	California Highway Patrol	Emergency - 911, Non-emergency 831-796-2100	
	Monterey County Regional Fire	Emergency - 911, Non-emergency 831-455-1828, Toro Station 831-455-1721	
Emergency Services	American Medical Response	Emergency - 911, Non-emergency 831-718-9555	
Public Utilities	PG&E	24 hour customer service 800-468-4743	
	Spreckels Water Company	831-758-7644	
Local Hospitals	Salinas Valley Memorial Hospital	831-757-4333	
	Natividad Medical Center	831-755-4111	
	Community Hospital of Monterey	888-452-4667	
Other	Spreckels Community Services District	831-455-1226	

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)
Board of Trustees - Comprehensive Safety Plan Annual Review (final read)	April 12, 2016	SUSD District Office
Safety Committee Meeting	April 15, 2016	SUSD District Office
Safety Committee Meeting	September 9, 2016	SUSD District Office
Safety Committee Meeting	December 9, 2016	SUSD District Office
Safety Committee Meeting	January 13, 2017	SUSD District Office
Safety Committee Meeting	March 17, 2017	SUSD District Office
Safety Committee Meeting	April 21, 2017	SUSD District Office
Safety Committee Meeting	May 19, 2017	SUSD District Office
Safety Committee Meeting	January 12, 2018	SUSD District Office
Safety Committee Leadership Meeting Safety Committee Meeting Safety Committee Meeting Safety Committee Meeting Board of Trustees	February 9, 2018 October 4, 2019 November 30, 2020 September 28, 2021 January 6, 2022	SUSD District Office SUSD District Office Virtually due to Covid-19 SUSD District Office Spreckels Elementary School

Buena Vista Middle School and Spreckels Elementary School Incident Command System



**Student Release &
Accountability
TeacherB**

BVMS: Charlotte Conto,
Kristina Jones
SES: Audrey Duenas, Hope
Castillo

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

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Aircraft incidents could include items falling from passing aircraft or entire aircraft crashing onto or near school property.

- Falling debris or aircraft may cause injuries to students/staff or damage to buildings/grounds.
- Risk of explosion and/or fire resulting from spilled fuel or cargo.
- Fumes from such combustion may be harmful, particularly to those with respiratory ailments.

Note: Accidents or incidents involving planes approaching or leaving Salinas Municipal Airport (3.87 miles East of Spreckels Union School District) fall under the jurisdiction of the first responders who serve the city as a whole, NOT Airport security, which handles only those incidents that occur on Airport property. IN THE EVENT OF AN AIRCRAFT EMERGENCY, ADMINISTRATION WILL CALL 911.

AIRCRAFT CRASHES INTO THE SCHOOL

STAFF ACTIONS:

1. Call 911. Notify Principal.
2. Move students away from the immediate vicinity of the crash.
3. EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
4. Check school site to assure that all students have evacuated.
5. Take attendance at the assembly area.
6. Report missing students to the Principal /designee and emergency response personnel.
7. Maintain control of the students a safe distance from the crash site.
8. Care for the injured, if any.
9. Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Notify police and fire department (call 911).
2. Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
3. Notify District Superintendent, who will contact the Office of Emergency Services.
4. Arrange for first aid treatment and removal of injured occupants from the building.
5. Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
7. Account for all building occupants and determine the extent of injuries.
8. Do not re-enter the building until the authorities provide clearance to do so.

AIRCRAFT CRASHES NEAR SCHOOL

STAFF ACTIONS:

1. Call 911. Notify Principal.
2. Move students away from the immediate vicinity of the crash.
3. Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Notify police and fire department (call 911).
2. Initiate SHELTER IN PLACE, if warranted.
3. Initiate REVERSE EVACUATION for students and staff outside or direct them to the designated area until further instructions are received.
4. Ensure that students and staff remain at a safe distance from the crash.
5. Notify District Superintendent, who will contact the Office of Emergency Services.

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

Animal Disturbance

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

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
2. If the animal is outside, keep students inside and institute a LOCKDOWN.
3. If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal
4. Contact the Salinas Humane Society (831-422-4721) for assistance in removing the animal.
5. If the animal injures anyone, seek medical assistance from the school nurse.
6. Notify parent / guardian and recommended health advisor.

STAFF / TEACHER ACTIONS:

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

Armed Assault on Campus

SHOOTING

Immediate response to a rapidly changing incident is critical. The school sites will follow "ALICE" protocols when an active shooter is on campus. Safety must always be the foremost consideration.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

1. If gunfire is heard inside the school, implement ALICE protocols immediately. Do not wait for the "Go ALICE" announcement.
2. Call 911. Alert the principal/site administrator.
3. Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to follow the most appropriate ALICE protocol depending on the specific situation.
4. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
5. Implement ALICE protocols, as appropriate.
6. Provide first aid for victims, if needed.
7. Account for all students.
8. Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.
9. Assist police officers – provide identity, location and description of individual and weapons.

STUDENT ACTIONS:

1. Follow staff member's directives related to ALICE protocols. In the absence of a staff member, use discretion based on ALICE training.
2. ALICE protocols include Alerting, Locking Down, Informing, Countering, and/or Evacuating in no particular order.

WEAPON

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:

1. Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
2. Alert the principal/site administrator.
3. Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
4. Provide first aid for victims, if needed.
5. Account for all students.
6. Assist police officers – provide identity, location and description of individual and weapons.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Remain calm. Depending on how the situation unfolds, initiate ALICE protocols as appropriate to the scenario. Do not confront the suspect.
2. Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. LOCKDOWN).
3. Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
4. If suspect has left, secure all exterior doors to prevent re-entry.
5. Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
6. Gather information about the incident for the police:
 - a. Name of student with weapon.
 - b. Location of witness when weapon was seen.
 - c. What did the student do with the weapon after it was displayed?
 - d. What is the current location of the student with the weapon?
7. Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.
8. Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.
9. Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.
10. Notify parents/guardians.
11. Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.
12. Secure a detailed written statement from witnesses including staff.
13. Provide post-event trauma counseling for students and staff, as needed.

14. Provide informational updates to staff, students and their families during next few days to squelch rumors.

Biological or Chemical Release

BIOLOGICAL RELEASE

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

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

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

OUTSIDE THE BUILDING

STAFF ACTIONS:

1. Call 911. Notify principal.
2. Move students away from the immediate vicinity of danger (if outside, implement REVERSE EVACUATION).
3. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
4. Follow standard student assembly, accounting, and reporting procedures.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

INSIDE THE BUILDING

STAFF ACTIONS:

1. Call 911. Notify principal or site administrator.
2. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
3. Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
4. Follow standard student assembly, accounting, and reporting procedures.
5. Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Initiate EVACUATION of the building or OFF-SITE EVACUATION to move students away from the immediate vicinity of danger.
2. Move up-wind from the potential danger.
3. Call 911. Provide exact location and nature of the emergency.

4. Designate security team to isolate and restrict access to potentially contaminated areas.
5. Wait for instructions from emergency responders-- Health or Fire Department.
6. Notify District Superintendent of the situation.
7. Arrange for immediate psychological counseling for students and staff.
8. Complete the Biological and Chemical Release Response Checklist
9. Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

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

CHEMICAL ACCIDENT (offsite)

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

PERSON DISCOVERING SPILL:

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

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

Bomb Threat/ Threat Of violence

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

PERSON RECEIVING THREAT BY TELEPHONE:

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

PERSON RECEIVING THREAT BY MAIL:

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

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

SEARCH TEAM ACTIONS:

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

STAFF ACTIONS:

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

The following checklist can be obtained in PDF form from FEMA at:

http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

Copies should be available at all stations where incoming calls are received.

The checklist should be completed by the person taking the call.

Bus Disaster

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

BUS DRIVER:

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

STAFF ACTIONS AT THE SCENE:

1. Call 911, if warranted.
2. Notify principal.

3. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
4. Move all uninjured students to a safe distance from the accident.
5. Document the names of all injured students and their first aid needs.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

EARTHQUAKE DURING BUS TRIP

BUS DRIVER ACTIONS:

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

FLOOD DURING BUS TRIP

BUS DRIVER ACTIONS:

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

Disorderly Conduct

Disorderly conduct is an unauthorized assemblage on the school grounds with the potential to:

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

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

INSIDE SCHOOL

STAFF ACTIONS:

1. Report disruptive circumstances to principal/site administrator.
2. Avoid arguing with the participant(s).

3. Have all students and employees leave the immediate area of disturbance.
4. Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or law enforcement.
5. Stay away from windows and exterior doors.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

OUTSIDE OF SCHOOL

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

1. Call 911.
2. Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
3. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
4. Care for the injured, if any.
5. Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

Earthquake

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

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

Regular trainings for pupils and both certificated and classified staff in earthquake emergency procedures will be conducted throughout the year.

INSIDE BUILDING

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

6. Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

1. Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows and protect head with one's arms.
2. Check for injuries, and render First Aid.
3. After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
4. Check attendance at the assembly area. Report any missing students to principal/site administrator.
5. Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
6. Stay alert for aftershocks
7. Do NOT re-enter building until it is determined to be safe.

OUTSIDE BUILDING

STAFF ACTIONS:

1. Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
2. After shaking stops, check for injuries, and render first aid.
3. Check attendance. Report any missing students to principal/site administrator.
4. Stay alert for aftershocks.
5. Keep a safe distance from any downed power lines
6. Do NOT re-enter building until it is determined to be safe.
7. Follow instructions of principal/site administrator.

DURING NON-SCHOOL HOURS

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

Explosion or Risk Of Explosion

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

PRINCIPAL / SITE ADMINISTRATOR:

1. Determine whether site evacuation should be implemented.
2. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
3. Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
4. Secure area to prevent unauthorized access until the Fire Department arrives.
5. Advise the District Superintendent of school status.
6. Notify emergency response personnel of any missing students.
7. Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.

8. Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubby, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
9. Determine if Student Release should be implemented. If so, notify staff, students and parents.
10. If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

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

Fire in Surrounding Area

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

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

Fire on School Grounds

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

WITHIN SCHOOL BUILDING

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Sound the fire alarm to implement EVACUATION of the building.

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

STAFF ACTIONS:

1. Call 911. EVACUATE students from the building using primary or alternate fire routes Take the emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
2. Take attendance. Report missing students to the Principal/designee and emergency response personnel.
3. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

NEAR THE SCHOOL

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

Flooding

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

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Issue STAND BY instruction. Determine if evacuation is required.
2. Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.
3. Delegate a search team to assure that all students have been evacuated.
4. Issue DIRECTED TRANSPORTATION instruction if students will be evacuated to a safer location by means of buses and cars.
5. Post a notice on the office door stating where the school has relocated and inform the District Office.
6. Monitor AM radio weather station 1460 for flood information.
7. Notify District Superintendent of school status and action taken.
8. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

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

BUS DRIVER ACTIONS:

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

Loss or Failure Of Utilities

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

PRINCIPAL/SITE ADMINISTRATOR:

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

A. Plan for Loss of Water

- Toilets: portable facilities provided by D'Arrigo Brothers, as needed
- Drinking Water: bottled water provided in each classroom and office building
- Food Service: provided by D'Arrigo Brothers and NobHill, as needed
- Fire Suppression: fire extinguishers are located in every room, first responders

B. Plan for Loss of Electricity

- Ventilation: Lead Maintenance & Operations, PG&E
- Emergency Light: emergency exit signage, assistance from Lead Maintenance & Operations and site custodians. Flashlights provided in emergency kits
- Computers: Technology Coordinator and Technology Technician management of system recovery

C. Plan for Loss of Natural Gas

- Heat: Lead Maintenance & Operations, PG&E
- Food Service: D'Arrigo Brothers and Nob Hill

Motor Vehicle Crash

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

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

1. Call 911. Notify Principal.
2. Move students away from the immediate vicinity of the crash.

3. EVACUATE students to a safe assembly area away from the crash scene. Take class roster/name tags and emergency backpack.
4. Check school site to assure that all students have evacuated.
5. Take attendance at the assembly area.
6. Report missing students to the principal /designee and emergency response personnel.
7. Maintain control of the students a safe distance from the crash site.
8. Care for the injured, if any.
9. Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Pandemic

The Covid-19 pandemic resulted in closures of both school sites, Spreckels Elementary and Buena Vista Middle, beginning in March 2020 that lasted for the remainder of the year and into the 2020-21 school year. The district approved a three-phase reopening plan in July 2020 that was revised in November 2020 that extended Phase 1 (full distance learning) until the state and county metrics allowed a safe return of students and staff for in-person instruction.

Students and staff returned to full, in-person instruction on August 18, 2021 following all California Department of Public Health recommendations, including masking, testing, disinfecting, etc.: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

For the complete list of protocols, visit the district's Covid-19 webpage at <https://covid.spreckelsdistrict.org/>.

Psychological Trauma

MISSING OR LOST CHILD

A missing or lost student is any child who cannot be located after s/he is known to have reported to school, been in route to or from school or boarded a school bus.

A quick response is critical so that efforts can be made to locate the child immediately.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Initiate LOCKDOWN//SHELTER IN PLACE
2. Immediately begin conducting a search of school building and grounds.
3. Determine when the child was last seen.
4. Call 911 as indicated.
5. Call parents of the child involved to establish a communication plan with them.

STAFF ACTIONS:

1. Notify site administrator as soon as the child has been determined as missing.
2. Once LOCKDOWN has been initiated, close classroom doors and take immediate attendance.
3. Place RED or GREEN cards at designated location in the classroom for accountability.
4. Please do not contact the office unless you have direct knowledge of the situation or a medical emergency.
5. Retain students under your supervision until you are notified that students should be released.
6. Ignore the regular passing bells until the ALL-CLEAR is given.

STUDENT ACTIONS:

1. Keep away from windows
2. While the school is under lockdown, students are not permitted to leave the classroom under any circumstance.

DEATH of a STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound impact on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
2. Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
3. Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
4. If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence.
5. Notify teachers prior to notification of students.
6. Meet with frontline staff/crisis team as soon as possible so that everyone understands the response plan.
7. Determine whether additional resources are needed and make appropriate requests.
8. Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
9. Develop a plan for notifying other students and sharing information about the availability of support services. Do not use the public address system.
10. Go to each of the student's classes and notify his/her classmates in person.
11. Prepare a parent/guardian information letter and distribute it to students at the end of the day.
12. Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
13. Make arrangements with the family to remove the student's personal belongings from the school.
14. Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

1. Contact the District's Crisis Team
2. Allow students who wish to meet in the counseling office or other appropriate places to do so.
3. Encourage students to report any other students who might need assistance.
4. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound impact on students and staff alike.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
2. Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
3. If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
4. Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
5. Meet with frontline staff/crisis team as soon as possible so that everyone understands the response plan.
6. Determine whether additional resources are needed and make appropriate requests.
7. Develop a plan for notifying students and sharing information about the availability of support services. Do not use the public address system.
8. Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
9. Facilitate classroom and small group discussions for students.
10. Prepare a parent/guardian information letter and distribute it to students at the end of the day.
11. Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
12. Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
13. Thank all those who assisted.
14. Continue to monitor staff and students for additional supportive needs.

HOSTAGE SITUATION

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

PRINCIPAL / SITE ADMINISTRATOR ACTIONS

1. Call 911. Provide all known essential details of the situation:
2. Number of hostage takers and description
3. Type of weapons being used
4. Number and names of hostages
5. Any demands or instructions the hostage taker has given
6. Description of the area
7. Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
8. Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.
9. Secure exterior doors from outside access.
10. When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
11. Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
12. Identify media staging area, if appropriate. Implement a hotline for parents.
13. Account for students as they are evacuated.
14. Provide recovery counseling for students and staff.

STAFF ACTIONS:

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

INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

- - California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

8. Be available to deal with the media and bystanders and keep the site clear of visitors.

STAFF ACTIONS:

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

IRRATIONAL BEHAVIOR

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

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Keep the individual under continuous adult supervision.
2. Keep the individual on campus until parent/guardian has been notified.
3. Arrange appropriate support services for the necessary care of the individual.
4. If the individual actively displays dangerous behavior or there is a reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
5. School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
6. Provide parents/guardian with the names and phone numbers of mental health resources
7. Recommend that the parents make an immediate contact with a therapist.
8. Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
9. Make a follow-up check with the treating agency, family, and student as appropriate, to ensure that appropriate care has been arranged.
10. Provide follow-up collaborative support for the student and parents (as indicated) within the school
11. Develop a safety plan prior to the student's return to school.
12. Document actions are taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

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

SEXUAL ASSAULT

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- rape
- vaginal, anal, or oral penetration
- attempted rape
- sexual intercourse that is not wanted
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Call 911 if the assault is physical.

2. Close off the area to everyone.
3. Assign a counselor/staff member to remain with the victim.
4. Review possible need for a LOCKDOWN until circumstances surrounding the incident are known.
5. Notify victim's family.
6. If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
7. The police will coordinate the collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
8. Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
9. Coordinate statements to media, families, and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

1. Determine if immediate medical attention is needed. If so, call 911.
2. Isolate the victim from activity related to the incident.
3. Avoid asking any questions except to obtain a description of the perpetrator.

SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered. Staff should immediately contact a member of the Risk Assessment Team and follow designated protocols.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Call an ambulance in event of overdose or injury requiring medical attention.
2. Call 911 if immediate threat exists to the safety of the student or others.
3. Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
4. Cancel all outside activities.
5. Determine if the student's distress appears to be the result of a parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
6. If allegations warrant, refer the student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
7. Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

1. Inform the Principal of what was written, drawn, spoken and/or threatened.
2. Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
3. Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
4. Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

THREATS / ASSAULTS

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

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - Is the individual moving towards violent action?
 - is there evidence to suggest movement from thought to action?

High violence potential qualifies for arrest or hospitalization.

Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

2. Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of the incident and school response actions.
3. Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be LOCKDOWN or EVACUATION. Cancel all outside activities.
4. Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
5. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
6. Facilitate a meeting with the student(s) and family to review expectations.
7. Facilitate a staff meeting to review plans for keeping the school safe. Enlist the support of community service providers.

STAFF ACTIONS:

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

Suspected Contamination of Food or Water

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

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

PREVENTATIVE MEASURES:

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

Unlawful Demonstration or Walkout

In order for students to remain safe during student protests and threats of protests, different levels of strategies need to be in place. It is important that as adults we avoid a combative position with students if at all possible. Protesting is every student's right. As adults we need to provide them with guidance on how to become effectively proactive to effect the change they desire.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Quickly research the issue via news articles, internet, legislation reviews, and interviews with key staff, law enforcement and students to better understand their perspectives.
2. Develop talking points to help others understand the issue and how to support the students to find a positive outlet for their protest.
3. Involve local law enforcement in your plan and strategy so they understand your intent and collaborate with you. Provide talking points to teachers and staff regarding the legislation.
4. Identify vocal student leaders, and inform them where they may convene for a meeting to express their concerns, and brainstorm ideas.
5. Identify key teachers who have a positive rapport with many students to assist in facilitating student forums.
6. Provide a well-supervised forum (an opportunity to convene) for student leaders to express concerns, and brainstorm options that would appropriately benefit their goals of protest.
7. Establish an atmosphere of respect for all in the forum.
8. Convene some members of the community and agency members, including law enforcement who are student friendly and experienced, to support their efforts toward developing a plan and activities that would include appropriate methods of protest with the greatest efficacy.
9. Provide highly visible law enforcement presence on and around campus throughout the day.
10. Provide communication to parents via letter or newsletter, and utilize the media and the school marquee to inform members of the surrounding community, parents and other stakeholders of efforts to address this issue.

STAFF ACTIONS:

It is important that adults utilize these difficult times as opportunities for teachable moments. This is the time to demonstrate to students that the education offered is connected and relevant to their realities. The following are several suggestions how teachers can assist students to be proactive and positive in the pursuit of their objectives:

1. Inform all students of the cost to schools (ADA) when they leave campus, and how that cost affects student programs
2. Encourage students to collaborate with existing student groups and clubs in order to strengthen their efforts
3. Suggest that students may research adult groups such as unions, political groups, and others that support their efforts by taking a political stand with them
4. Remind students that they may support a campaign through letter writing, phone calling, faxing, and emailing to local, state, and federal representatives encouraging them to support their issue
5. Encourage students to develop meetings during lunch, and after school to educate other students on their issue (include speeches, music, poetry, and pamphlets)
6. Remind students that violent demonstrations, blocking traffic or harming businesses may influence public opinion to adversely affect their cause
7. Encourage students to develop theater/drama pieces to be performed in the school and community to raise awareness about their issue
8. Suggest that students might develop websites, write letters to the editor of newspapers, and write blogs to inform others about their issue
9. Teach students that they have a powerful voice that can effect a change, and to develop all their activities in the spirit of great leaders such as Cesar Chavez, Martin Luther King Jr., and Mahatma Gandhi

In case students are threatening to walk out of school during school hours and you do not plan on stopping them from leaving:

- Plan a safe route with law enforcement
- Work with student leaders on safety issues
- Remind students they still may face school discipline issues and/or legal issues
- Video tape students leaving

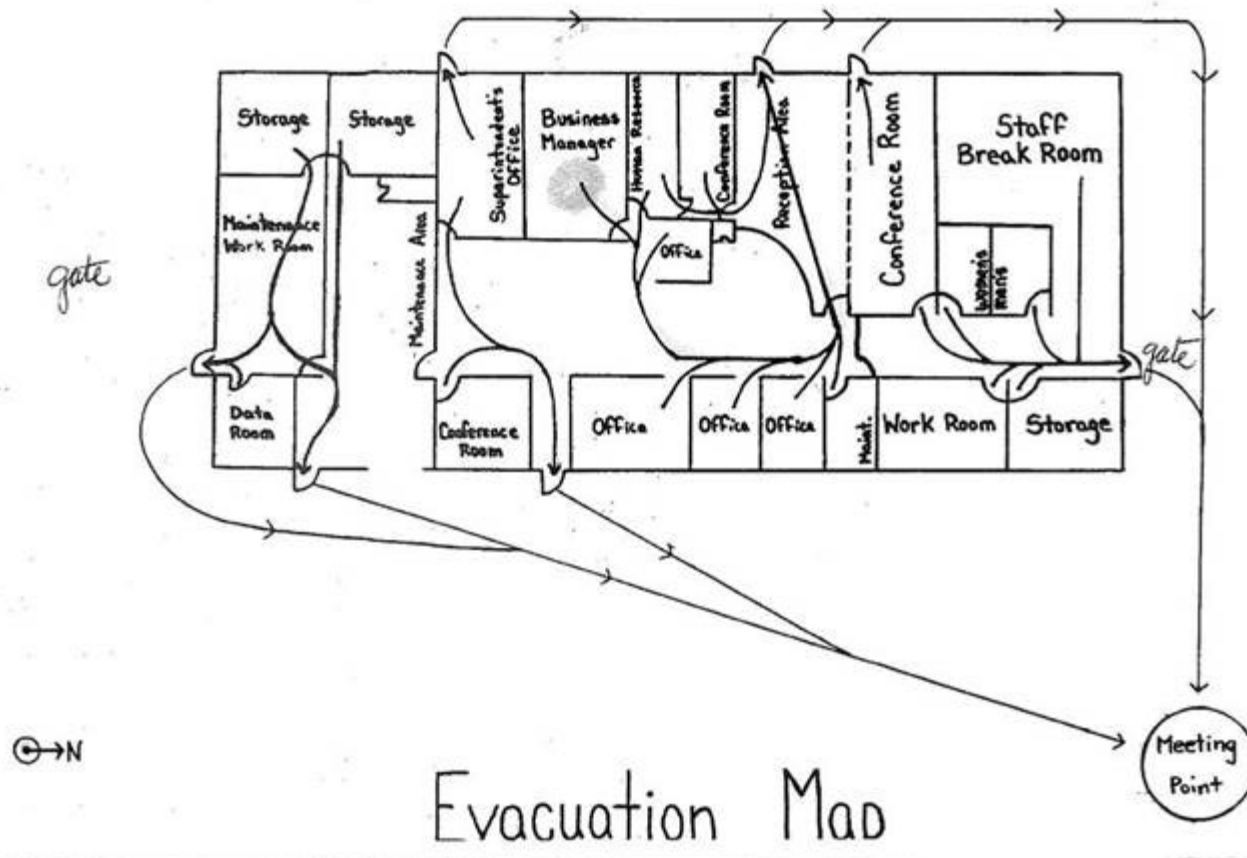
In case students are threatening to walk out of school during school hours and you will not allow them to go:

- Place school under general lockdown
- Inform students that they will only be allowed to walk from class to class during passing periods

- Inform students that there will be a meeting after school where they will be able to discuss the issues and have their voice heard
- Provide for guest speakers to come in to discuss appropriate ways to protest

In case you are unable to stop a walk out during school hours, meet with local law enforcement to provide the most peaceful walkout possible under the circumstances.

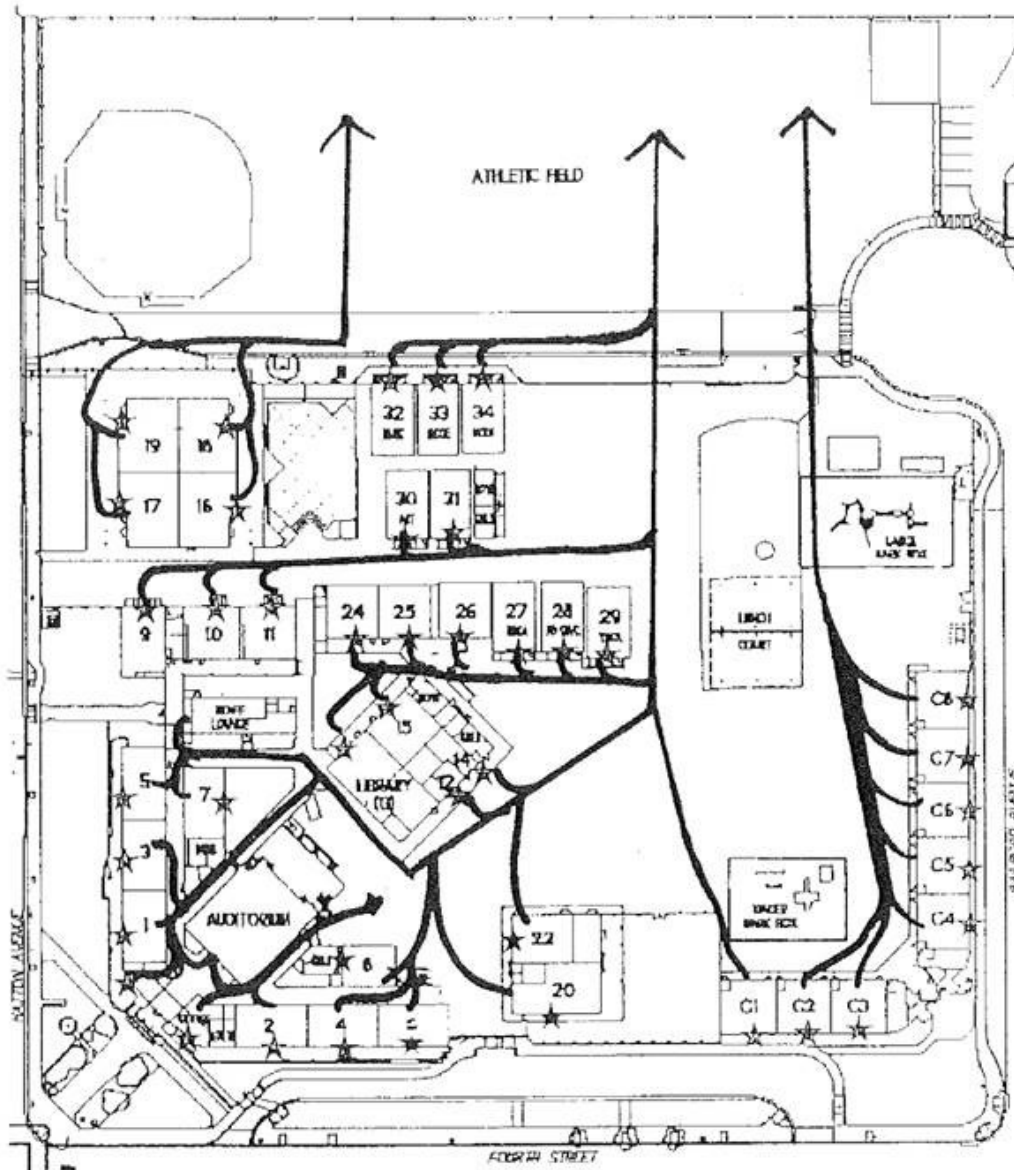
S.U.S.D DISTRICT OFFICE



Evacuation Map

SPRECKELS ELEMENTARY SCHOOL Emergency Evacuation Map

POST IN ROOM

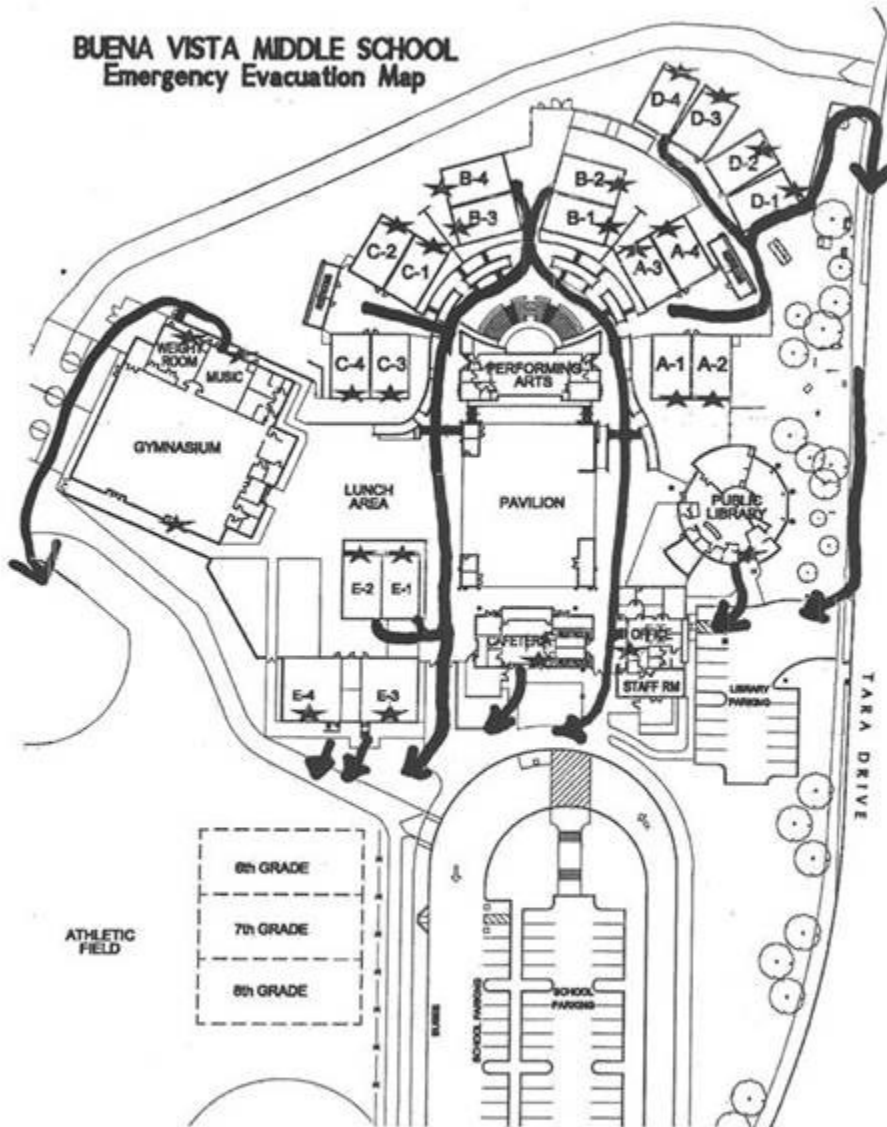


★ = location of green/red placard
 (Green=all students and staff accounted for;
 Red=missing or extra students and/or staff for any reason)

Post in Room

updated 10/12/15

BUENA VISTA MIDDLE SCHOOL Emergency Evacuation Map



★ = location of green/red placard
 Green=all students and staff accounted for;
 Red=missing or extra students and/or staff
 for any reason-including absences

Additional Resources

Additional Resources

Agency	Contact Number	Website
School Law Enforcement Partnership (SLEP)	916-445-8441	
California Department of Education	916-319-0800	www.cde.ca.gov
Office of the Attorney General		www.ag.ca.gov
California Healthy Kids Resource Center (CHKRC)	510-670-4583	www.californiahealthykids.org
<i>Getting Results: Update 4</i>		www.gettingresults.org
California School Resource Officers Association (CSROA)		www.csroa.org
2-1-1 Information and Referral Research	2-1-1	www.211.org
Association of School Administrators (ACSA)	800-290-2272	www.acsa.org
AdvancePath Academics	877-828-2692	www.advancepath.com
Alcoholic Anonymous		www.aa.org
Boys & Girls Town National Abuse Hotline	800-448-3000	www.boystown.org
California AIDS/HIV Hotline	800-367-2437	www.AIDSHotline.org
California Association of Pupil Personnel Administrators (CAPPA)	760-416-6029	www.cappaonline.net
California Association of Supervisors of Child Welfare and Attendance (CASCWA)		www.cascwa.org
California Conservation Corps	800-952-5627 909-594-4206	www.ccc.ca.gov
California Department of Developmental Services Regional Centers	916-654-1690	www.dds.ca.gov
California Department of Mental Health	800-445-4171	www.cdph.ca.gov

Agency	Contact Number	Website
California Department of Social Services Child Protective Services	See Individual Counties	www.childsworld.ca.gov
California Legal Aid Society	800-952-5210	www.dca.ca.gov
California School Boards Association (CSBA)	800-266-3382	www.csba.org
California Smokers Helpline	800-662-8887 800 NO BUTTS	www.californiasmokershelpline.org
California State PTA	916-440-1985	www.capta.org
California Youth Crisis Line	800-843-5200	www.youthcrisisline.org
CalWORKS	877-481-1044	www.calworks.org
Court Appointed Special Advocates (CASA)	800-628-3233	www.nationalcasa.org
Department of Motor Vehicles (DMV)	877-487-2778 310-575-5700	www.dmv.org
Federal Emergency Management Agency (FEMA)	800-621-FEMA 800-621-3362	www.FEMA.org
FEMA for Kids		www.fema.gov/kids
General Educational Development Testing Services (GED) Hotline	800-626-9433	www.gedtest.org
Head Start	866-763-6481	www.acf.hhs.gov
Homeless Liaison at CDE	916-319-0383	www.cde.ca.gov
Job Corps	800-733-JOBS	www.jobcorps.org
Medi-Cal	916-552-9200	www.dhcs.ca.gov
National Center for Missing and Exploited Children Hotline	800-843-5678 800-THE LOST	www.missingkids.com
National Center for Victims of Crime	800-394-2255	www.ncvc.org
National Child Pornography Tip Line	800-843-5678	www.cybertipline.com
National Council on Problem Gambling	800-426-2537	www.ncpgambling.org
National Domestic Violence Hotline	800-799-7233	www.ndvh.org
National Eating Disorder Association (NEDA)	800-931-2234	www.nationaleatingdisorders.org
National Runaway Switchboard	800-RUN AWAY	www.1800RUNAWAY.org

Agency	Contact Number	Website
National Suicide Prevention	800-273-TALK 800-SUI-CIDE	www.suicideprevention.org
National Youth Gang Center	850-385-0600	www.iir.com/nygc
Parent Project	800-372-8886	www.parentproject.com
Parents Anonymous	909-621-6184	www.parentsanonymous.org
Planned Parenthood	916-446-5247	www.plannedparenthood.org
Pregnancy Hotline	800-395-HELP 800-395-4357	www.pregnancycenters.org
Readiness and Emergency Management for Schools Technical Assistance Center		http://rems.ed.gov/
Social Security Administration	800-772-1213 909-383-5776	www.socialsecurity.gov
U.S. Department of Health and Human Services & Substance Abuse and Mental Health Services (SAMHSA)	800-729-6686	www.ncadi.samhsa.gov

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A.	REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
		REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
		REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE			
B.	REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
		<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)							
		ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL		
		OFFICIAL CONTACTED - TITLE				TELEPHONE ()			
C.	VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
		ADDRESS				Street	City	Zip	TELEPHONE ()
		PRESENT LOCATION OF VICTIM				SCHOOL		CLASS	GRADE
		PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
		IN FOSTER CARE? <input type="checkbox"/> YES		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT	
		<input type="checkbox"/> NO		<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				<input type="checkbox"/> OTHER (SPECIFY)	
		RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN	
D.	INVOLVED PARTIES VICTIM'S SIBLINGS PARENTS/GUARDIANS SUSPECT	NAME				BIRTHDATE		SEX	ETHNICITY
		1. _____				3. _____			
		2. _____				4. _____			
		NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
		ADDRESS				Street	City	Zip	HOME PHONE ()
						BUSINESS PHONE ()			
		NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
		ADDRESS				Street	City	Zip	HOME PHONE ()
						BUSINESS PHONE ()			
		SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
ADDRESS				Street	City	Zip	TELEPHONE ()		
OTHER RELEVANT INFORMATION									
E.	INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
		DATE / TIME OF INCIDENT		PLACE OF INCIDENT					
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)							

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Time Caller Hung Up: _____ Phone Number Where Call Received: _____

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud		
<input type="checkbox"/> Male		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information: _____



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