SAN LUIS OBISPO COUNTY
OFFICE OF EDUCATION

LEADERSHIP ▪ COMMUNITY ▪ SERVICE

JAMES J. BRESCIA, ED. D., SUPERINTENDENT

Comprehensive School Safety Plan

San Luis Obispo County Office of Education
Student Programs and Services

Loma Vista Community School
2494 Pennington Creek Road
San Luis Obispo, CA 93405
(805) 782-7340

Juvenile Court School
1065 Kansas Avenue
San Luis Obispo, CA 93405
(805) 781-5389

*Special Education School**
3360 Education Drive
San Luis Obispo, CA 93405
(805) 782-7321
**NOTE: The Special Education School classrooms are co-located on other district campuses and follow their School Safety Plans.*

School Site Council Review: February 16, 2022
Present to the Board of Trustees for adoption: March 3, 2022
Adopted by the Board of Trustees: March 3, 2022

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Introduction

Definition of a Safe School

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence or psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students' affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

From Safe Schools: A Planning Guide for Action, California State Department of Education.

Rights

"All students and staff of primary, elementary, junior high, and high schools have an inalienable right to attend campuses which are safe, secure, and peaceful." *California Constitution, Article 1, and Section 28(c): Right to Safe Schools*

Legislative Intent

"It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, a 'safety plan' means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus." *(Ed. Code 35294)*

Our Goals

This Comprehensive School Safety plan has several overarching goals. They are as follows:

- To help our school community create a school atmosphere that is safe, respectful, fair, and conducive to learning.
- To prepare ourselves to respond calmly and competently to any possible disaster, keeping foremost always the safety and well-being of students and staff.
- To comply fully with all requirements of the California Education Code.

To further these goals, this plan has been prepared in conformance with the provisions of California Education Code #32282 and all relevant SLOCOE Board and Administrative Policies. These documents are available online on our website.

SLOCOE Shared Mission

To promote student success by supporting the work of local school districts, delivering specialized student services, and providing countywide leadership and advocacy for the needs of all children.

SLOCOE Vision

San Luis Obispo County will be an educational community dedicated to preparing all children and youth for responsible citizenship, meaningful work, and lifelong learning.

Katherine Aaron

Assistant Superintendent Student Programs and Services

Chris Balogh

Director, Alternative Education

Chris Phillips

Director, Special Education

Plan Development and Approval

The SLOCOE Student Programs and Services School Safety Plan has been developed by the Alternative Education School Site Council which includes the following members:

Name	Membership Role
Chris Balogh	Director Alternative Education
Lara Mattson	Principal, Loma Vista Community School
Justin Olmos	Probation Officer, Loma Vista Community School
Open Position	School Counselor
Arturo Mosqueda Navarro	Teacher
Stacy Byrd	Teacher
Greg Murphy	Teacher
Jonathan Bedrosian	Teacher
Jacob Marshall	Teacher
Daniela Garcia	Homeless and Foster Liaison
Eric Fraley	Behavior Intervention Services Specialist
Lindsey Tompkins	Behavior Intervention Services Manager
Albeto Gonzalez Santos	Mental Health Therapist
Maria Vega	Student Data Information Specialist
Clara St. Martin	Student
Jalil Morales	Student

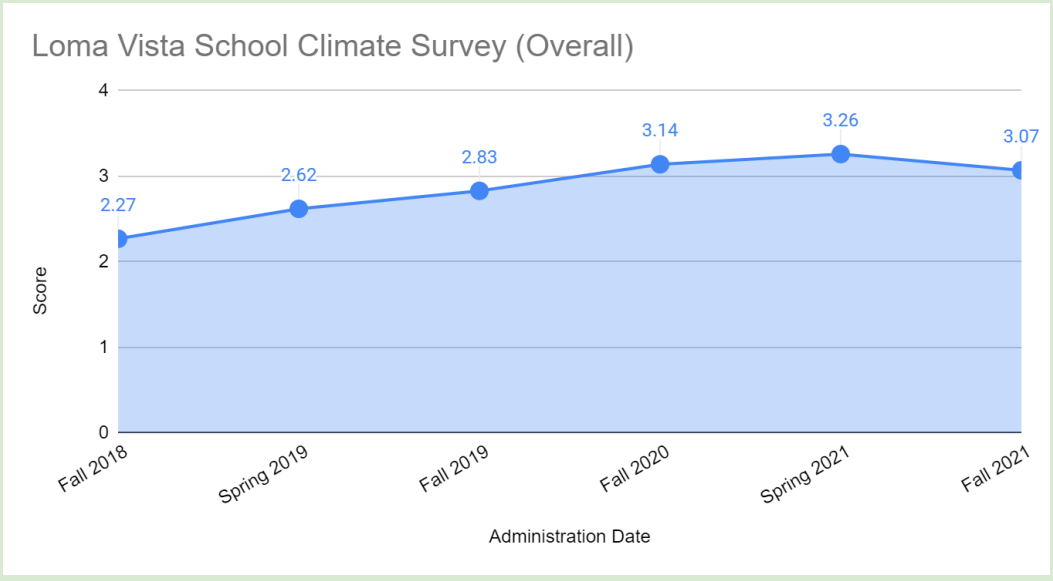
Key Dates of Plan Development and Approval	Date
School Site Council approval of Plan	February 16, 2022
Board Approval of Plan	

Assessment of the Current Status of School Crime

Incidents of crime are dealt with efficiently. The San Luis Obispo County Sheriff Department or the San Luis Obispo Police Department is contacted as necessary. There were zero incidents of reported crime on campus so far during the 2021-22 school year.

At Loma Vista Community School, between the 2018-19 and 2019-2020 school year, the suspension rate went from 26.7% to 5.2%. The suspension rate for the 2020-2021 school year was 0.0% There have been zero incidents of suspension during the 2021-2022 school year so far.

The suspension rate at JCS was less than 2% for the 2018-19, and 0% during the 2019-2020 and 2020-2021 school years. The current suspension rate for the 2021-22 school year is 0%.

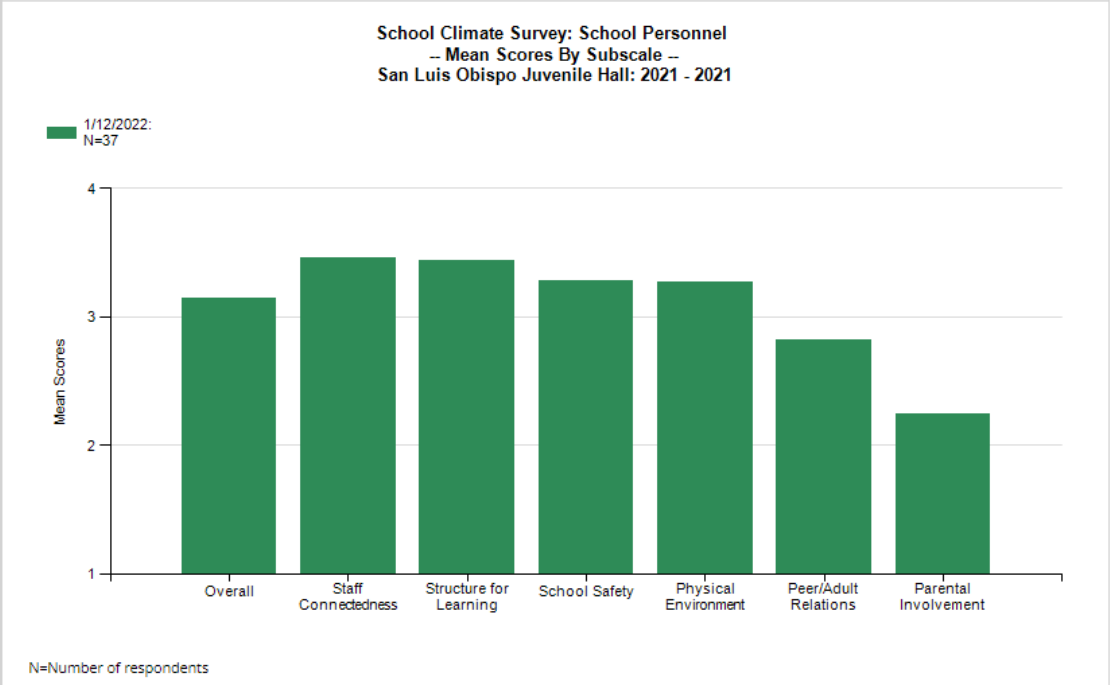


A score of three is “agree” and a score of 4 is “strongly agree.” Overall, students at Loma Vista respond favorably to the school climate. As demonstrated by the chart below, students at our Juvenile Court School also respond favorably to the classroom.

School Climate: School Personnel - Subscale - School Climate: School Personnel - San Luis Obispo Juvenile Hall

San Luis Obispo Juvenile Hall

San Luis Obispo, California



Survey Date	Number of Respondents	Overall	Staff Connectedness	Structure for Learning	School Safety	Physical Environment	Peer/Adult Relations	Parental Involvement
1/12/2022	N=37	3.15	3.46	3.44	3.28	3.27	2.82	2.24

Child Abuse Reporting Procedures

Reporting

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child care custodians and, as required by law, report all cases of known and suspected child abuse and neglect to the San Luis Obisp County Child Welfare Services Department, using the enclosed SCAR reporting form.

When a case of child abuse or neglect becomes apparent or is suspected, the employee having knowledge of the abuse or neglect will immediately report the abuse to Child Protective Services and/or the local law enforcement agency. The employee will submit a written report within 36 hours. The employee and the school administrator will develop a plan to assure ongoing monitoring of the student. School staff members will work closely with police and/or Child Protective Services to follow up as needed. Cases of reported child abuse will be kept in close confidence.

Staff Training

All SLOCOE school certificated and classified school staff members receive annual training on child abuse reporting requirements and procedures through a California approved Mandated Reporter: Child Abuse and Neglect through online training (See Annual Notifcation). Our annual back-to-school in-service includes an assessment of all employees' understanding of mandated reporting requirements. As part of the district's *New Hire Checklist*, all employees are required to sign off that they understand their responsibilities as a mandated child abuse reporter.

Summary of Child Abuse Reporting Requirements

Child Abuse and Neglect: Penal Codes 11165-11174.3

Who Must Report?	Penal Code11165.7 specifies 35 job categories as mandated child abuse reporters, including: • Teacher • An instructional aide • A teacher's aide or teacher's assistant • A classified employee of any public school • An employee of a child care institution The responsibility for making an official report rests on the individual employee. Reporting suspected abuse or neglect to a supervisor does not fulfill it.
What Gets Reported?	Suspected child abuse or neglect, which includes physical, sexual, and emotional abuse
To Whom Is the Report Sent?	County welfare agency, probation, or a police or sheriff's department
What Is the Timeframe for Reporting?	1. Report by telephone immediately, or as soon as possible 2. Submit a written report within 36 hours

References

SLOCOE Board Policy 5141.4 Administrative Regulation 5141.4

Sample Child Abuse Reporting Form

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

DEPARTMENT OF JUSTICE
Page 1 of 2

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

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
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? ☐ YES ☐ NO

REPORTER'S TELEPHONE (DAYTIME) | SIGNATURE | TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) | AGENCY

ADDRESS Street City Zip | DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - NAME AND 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? ☐ YES ☐ NO | DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO | OTHER DISABILITY (SPECIFY) | PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO | IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME | TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT | PHOTOS TAKEN? ☐ YES ☐ NO | DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME BIRTHDATE SEX ETHNICITY
1. _____
2. _____

NAME BIRTHDATE SEX ETHNICITY
3. _____
4. _____

VICTIM'S PARENTS/GUARDIANS

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

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 ☐ 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 incident's involving the victim(s) or suspect)

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 or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

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

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

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (*continued*)

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

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

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

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

V. DISTRIBUTION

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

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

ETHNICITY CODES

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

Disaster Procedures

EARTHQUAKE

Immediate action when shaking begins:

- ❑ Duck, cover, and hold under desks until initial shaking has ceased.
- ❑ Site Administrator determines whether to evacuate buildings or shelter in place depending upon severity of earthquake and direction from Superintendent or designee.

NOTE – in a mild earthquake, it may be safer to remain inside of buildings and shelter in place rather than to evacuate. If the earthquake is strong enough to shake books from shelves or items from desks, the temblor was likely strong enough to cause structural damage, and the buildings should be evacuated. In any situation where there is the smell of gas, buildings should be evacuated.

If building evacuation is required:

- ❑ Students and staff begin orderly evacuation through predetermined routes to evacuation area.
- ❑ Activate Incident Command System protocol. (Annex K)
- ❑ Incident Commander establishes command center, parent reunion gates, medical triage area, and sweep teams.
- ❑ Incident Commander establishes communication with district Incident Commander and uses Site Status Report (Annex F) to relay status.
- ❑ Teachers take roll and provide results to the Incident Commander.
- ❑ Incident Commander establishes student reunion gates separate from the evacuation area. Students should be brought to parents when parents arrive. Use Student Release Form (Annex J) to release students. Students remain in the care of site administration/teachers until released to parents.
- ❑ Incident Commander evaluates site safety and releases Sweep Teams to begin searches if deemed appropriate based on site conditions. (Use Annex E to establish and note Sweep Team composition, equipment, and results.)
- ❑ Incident Commander establishes Medical Treatment/Triage area in isolated area in evacuation area. Injured personnel should be evaluated and treated by a medical triage team. (Complete form Annex A)
- ❑ Maintain incident command structure and function until directed otherwise by higher authority.

If building evacuation is NOT required:

- ❑ Use shelter in place procedure
- ❑ Site Administrator establishes communication with district Superintendent or designee for further instructions.
- ❑ Remain in shelter in place status until directed otherwise by higher authority.

SITE EVACUATION

Site evacuations may be ordered for various reasons and purposes. Site evacuations may take two forms; evacuation to waiting transportation, and evacuation by foot. Site evacuations will be ordered as part of the Incident Command System operation.

- ❑ Incident Commander (IC) determines appropriate evacuation type; either evacuation to waiting transportation, **OR** evacuation by foot to a remote location.

Evacuation to waiting transportation:

- ❑ Incident Commander coordinates the arrival of transportation assets to the loading area.
- ❑ Transportation assets should be waiting and ready in designated loading areas before movement of students.
- ❑ Students and staff begin orderly evacuation by following designated evacuation leaders through predetermined and cleared, unexposed routes.
- ❑ Staff designated to establish a student-parent reunion system at the relocation center must be transported in the first wave.
- ❑ Incident Commander notifies relocation center that evacuation is underway.
- ❑ Process continues until students and staff have been evacuated from the site.
- ❑ Students should remain with evacuation leaders and be reunited with class at the evacuation center.
- ❑ Teachers take roll at the relocation center.
- ❑ Students remain in the care of site administration/teachers until released to parents.

Evacuation by foot:

- ❑ Incident commander coordinates secure route of evacuation with consideration for student population age, size, abilities, and handicapped needs.
- ❑ Staff designated to establish a student-parent reunion system should be moved to the evacuation center first.

- ❑ Students and staff begin orderly evacuation by following designated evacuation leaders through predetermined and cleared routes.
- ❑ Students should remain with class and evacuation leaders throughout the evacuation process.
- ❑ Teachers take roll at the relocation center.
- ❑ Students remain in the care of site administration/teachers until released to parents.

FIRE

In the event a fire or smoke from a fire has been detected:

- ❑ Activate the fire alarm.
- ❑ Evacuate students and staff using normal fire drill procedures.

Follow alternate routes if the normal route is too dangerous.

- ❑ The Site Administrator activates 911 and calls the Superintendent.
- ❑ Students and staff evacuate to primary or secondary evacuation locations.
- ❑ Teachers bring class roster with them during evacuation
- ❑ Activate Incident Command System
- ❑ Teachers take roll after being evacuated.
- ❑ Establish a student-parent reunion system.
- ❑ No one may re-enter building(s) until the entire building(s) is declared safe by fire or police personnel.
- ❑ Incident Commander notifies students and staff of termination of emergency.
- ❑ Resume normal operations.

GAS LEAK

If gas odor has been detected in the building:

- ❑ Evacuate students and staff to a safe distance outside of building, upwind of building.
- ❑ Follow the normal fire drill route to the primary or secondary evacuation location. Follow alternate routes if the normal route is too dangerous.
- ❑ The Site Administrator activates 911 and calls the Superintendent.
- ❑ Teachers take roll after being evacuated.
- ❑ No one may re-enter the building(s) until fire or police personnel declare the entire building(s) safe.
- ❑ Site Administrator notifies students and staff of termination of emergency.
- ❑ Resume normal operations.

If gas odor has been detected outside the building:

- ❑ Site Administrator calls 911 and Superintendent
- ❑ The Site Administrator determines whether to shelter in place or evacuate. Fire personnel may assist with the decision.
- ❑ Use the above evacuation procedure to evacuate if necessary.

COMMUNICABLE DISEASE/PANDEMIC

A variety of models for pandemic management exist. Both the Center for Disease Control and World Health Organization provide information that may be referenced in the event of a communicable disease outbreak. The San Luis Obispo County Public Health Department maintains a Public Health Emergency Plan. In the event of an outbreak the school district will work closely with the San Luis Obispo County Public Health Department to implement this plan. Unified updates will be provided by both the San Luis Obispo County Office of Education and the San Luis Obispo County Public Health Department.

COVID-19 Response

Students enrolled in SLOCOE's Alternative Education programs received regular information and updates, including food service, childcare and closure information via SLOCOE's website, automated calls, Remind app and direct phone calls, emails and letters. For the 2021-2022 school year, we returned to in-person instruction with independent study options if desired. Diverse practices of student learning and evidence of achievement have been continued into this year, including: a variety of distance learning opportunities, including mailed-out hard copies of assignments and curriculum, access to Google Classroom for notes, assignment completion and supplemental learning resources for all subjects, including CTE and access to the Edgenuity online learning platform. Students have the opportunity to complete and turn in work through any method (mail, email, text, Google Classroom, etc.) and are not penalized for late assignments.

School staff modified the school's PBIS matrix to reflect a return to in-person learning expectations and students have opportunities to earn incentives, such as gift cards for basic essentials, based on positive behaviors, work completion and weekly check-ins with school staff. Teachers and school staff conduct regular student and family check-ins via phone, text, videoconference, in-person, and home visits, providing academic and social-emotional support. Referrals are made to outside agency supports including County Behavioral Health and Drug and Alcohol services, and therapists and counselors to provide services via phone, videoconference, or in-person.

School staff is aware that last year's distance learning created a learning gap, achievement gap, and connection gap for our students. Their feedback informed us that they felt isolated, anxious and unmotivated. Students in distance learning struggled to take advantage of the resources we offered and we believe a big part of the reason for that is the disconnection they felt. Families, too, felt a sense of isolation through that time. We have used this information to focus our efforts this year, honing in on connection, relationships and support in addition to the technical aspects of ensuring all students have access to the instruction.

We know that the emotional and mental health needs of our student are paramount to their engagement, so in addition to all core subjects, all students participate and have access to DBT-Steps A curriculum--a social emotional, school based curriculum that helps adolescents manage difficult emotional situations, cope with stress, and make better decisions.

COVID-19 PROCEDURES/PROTOCOL

Students attending in person at Loma Vista Community School and staff working on-site are asked to complete the Daily Health Screening Questionnaire prior to coming on campus:

- Are you experiencing any of the symptoms associated with COVID-19 including: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea?
- Do you live with anyone who has recently tested positive for COVID-19?

- Have you had face-to-face/close contact with anyone who recently tested positive for COVID-19?

If being transported via bus, SLOCOE staff will administer the questionnaire and take the student's temperature via contactless thermometer before entering the bus.

COVID-19 Pathway Protocols released from the SLO County Public Health Department for Schools will be strictly followed if a student or staff member has tested positive for COVID-19 or has been exposed to someone who has tested positive for COVID-19.

Designated staff members are trained, along with the school nurse, to administer a rapid COVID test at school, provided a signed parent permission form is on file. COVID at-home tests are provided to parents upon request. In October and November 2021, SLOCOE hosted COVID and flu vaccine clinics on campus.

SLOCOE, as directed by San Luis Obispo County Public Health, follows the latest CDC Guidelines for COVID-19 exposure and quarantine. The CDC updates these guidelines periodically and can be found here: https://www.cdc.gov/coronavirus/2019-ncov/your-health/quarantine-isolation.html.

Suspension and Expulsion Policies

GROUNDS FOR SUSPENSION &/OR EXPULSION

EC 48900. Grounds for Suspension and Expulsion

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

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k)(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and

this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but

not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

MANDATORY SUSPENSION / EXPULSION

EC 48915. Circumstances for Recommending Expulsion

(a)(1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

(A) Causing serious physical injury to another person, except in self-defense.

(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

(i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(a)(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

(b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of

Section 48900. A decision to expel shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c)The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(1)Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.

(2) Brandishing a knife at another person.

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

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

(5) Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(3) Is not housed at the school site attended by the pupil at the time of suspension.

(e)Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school

or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2)That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f)The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

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

Procedures to Notify Teachers of Dangerous Pupils

California Ed Code requires that teachers be notified when one of their students has engaged in behavior that has resulted in suspension or expulsion. In the event of a suspension, the Notice of Suspension is copied to the teacher and to the student's cumulative file. Each year, teachers review the cumulative file of their incoming students, thus assuring that they will be aware of suspensions within the last three years. Additionally, the Superintendent/Principal reviews all incoming cumulative files. Teachers are alerted if any incoming student has a past record of suspension or expulsion through a red flag on Aeries and in our weekly staff meetings.

Discrimination and Harrassment Policy

San Luis Obispo County Office of Education programs and activities shall be free from discrimination, including, harassment, with respect to actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance. [Education Code section 200 and 220 and Government Code section 11135]

SLOCOE shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

SLOCOE prohibits intimidation or harassment of any student by any employee, student or other person in our programs. Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies and be alert and immediately responsive to student conduct, which may interfere with another student's ability to participate in or benefit from school services, activities or privileges. Parents/guardians and students also shall be provided with similar information.

Students who harass other students shall be subject to appropriate counseling, and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that they are being harassed should immediately contact the Principal, if the Principal or designee does not promptly remedy a situation involving harassment, a complaint can be filed in accordance with administrative regulations.

SLOCOE recognizes that the County Office of Education has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The County Office of Education shall investigate and seek to resolve complaints at the local level. The County Office of Education shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination or failure to comply with state or federal law for all relevant programs and civil rights protections.

GENERAL INFORMATION

Policy 1350 for Uniform Complaint Procedures was developed by the SLOCOE Board under the direction of the California Department of Education (Title 5, California Code of Regulation, Sections 4600-4671) as a system for the filing, investigation, and resolution of complaints against the County Office of Education which allege violations of federal or state laws or regulations governing educational programs. These same uniform complaint procedures may be used to file complaints or to appeal County Office of Education decisions regarding such complaints which allege that the County Office of Education has violated the laws and regulations that specifically come under Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA), or Title IX of the Education amendments of 1972 or Title VI of the Civil Rights Act of 1964.

The Uniform Complaint Procedures may be used for complaints involving the following educational programs, and complaints alleging violations of the following nondiscrimination protections:

1. Adult basic education, Education Code sections 8500 through 8538 and 52500 through 52616.24
2. Consolidated categorical aid programs, Education Code sections 64000(a)
3. Migrant education, Education Code sections 54440 through 54445
4. Vocational education, Education Code sections 52300 through 52480
5. Child care and development programs, Education Code sections 8200 through 8493
6. Child nutrition programs, Education Code sections 49490 through 49560
7. Special education program, Education Code sections 56000 through 56885 and 59000 through 59300
8. Title II, Part B, Teacher Quality
9. Safe and Drug Free Schools Program, Improving America's Schools Act, Title IV

Allegations of unlawful discrimination on the basis of sex, ethnic group identification, race, national origin [Title 5, C.C.R. section 4900(a)] ethnicity, religion, age (40 and above), gender, color, sexual orientation, physical or mental disability (including AIDS), medical condition (cancer related), marital status, ancestry, or political belief or affiliation by a local agency that is funded directly or receives any state financial assistance. Likewise, allegations of unlawful discrimination on the basis of sex (under Title IX, and including sexual harassment) by a local agency which is funded directly or receives any federal financial assistance.

SLOCOE designates the same compliance officers to receive and investigate complaints to ensure compliance as listed in the DUE PROCESS PROTECTIONS & COMPLAINTS section above.

FORMAL COMPLAINT PROCEDURES

Any individual, public agency, or organization may file a written complaint using the Uniform Complaint Procedure, alleging a matter which, if true, would constitute a violation by the County Office of Education, federal or state laws or regulations governing the programs identified in General Information. The County Office of Education prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to all complaints shall be confidential.

A complaint may not pursue civil law remedies until 60 days after filing an appeal to the California Department of Education. Civil law remedies include but are not limited to injunctions, restraining orders, or other remedies or orders that may also be available to complainant. However, an exhaustion of the administrative complaint process is not required before civil law remedies may be pursued.

The complaint will be processed using the Uniform Complaint Procedure in the following manner: 1.) The written complaint should be submitted to the designated compliance officer. 2.) The written complaint will be referred to the appropriate County Office of Education staff within five days. 3.) Within five (5) days of receipt, the appropriate County Office of Education staff will acknowledge the receipt of the complaint to the complainant and will review the complaint to determine whether it meets the criteria for filing under the procedures. The designated County Office of Education official will determine whether the complaint has been filed within six months of the alleged violation that is the basis of the complaint. Unlawful discrimination complaints shall be initiated not later than six (6) months from the date the alleged discrimination occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination. (5 CCR 4630)

RESOLUTION OF THE COMPLAINT

Each complaint shall be investigated by the appropriate County Office of Education official and shall be concluded by the County Office of Education within sixty days of the initial receipt of the written complaint unless an extension of the timelines has been agreed to in writing by the complainant. The County Office of Education shall provide an opportunity for the complainant and/or the complainant's representative and County Office of Education representatives to present information that is relevant to the complaint.

APPEALS, CIVIL LAW REMEDIES & ASSISTANCE

1. Appeals of the decisions regarding discrimination or complaints filed under Section 504, the ADA, and Title IX should be sent within five days after receiving the County Office of Education decision to County Superintendent of Schools 3500 Education Drive, San Luis Obispo, CA 93405 A hearing may be requested.

2. Appeals of the decisions regarding programs listed in General Information in this document should be sent within 15 days after receiving the County Office of Education decision to: State of California, Department of Education, State Superintendent of Public Instruction, P.O. Box 944272, Sacramento, CA 94244-2720.

TIMELINE FOR UNIFORM COMPLAINT PROCEDURES*

Within the first 60 days after the complaint is filed with the County Office of Education, the County Office of Education will investigate and produce a written report and inform the complainant of the right to appeal to the California Department of Education (CDE). A hearing may be requested. Within 15 days after the complainant receives the County Office of Education report, the complainant may appeal to the CDE. Within 60 days after the CDE receives the appeal, the CDE will mediate between the District and the complainant, investigate further, submit a report to the District, and/or schedule a hearing to review the complaint. If the complainant or District makes an appeal to the CDE within 35 days after the CDE response, the Office of the Superintendent or the State Office of Administrative Hearings will respond to the complainant and the District within 15 days. Additional appeals may be made to the U.S. Department of Education, Office of Civil Rights, Department of Fair Employment and Housing, and the Equal Employment Opportunity Commission. Adopted April 18, 2000/Revised March 10, 2005

*(Timelines do not apply to sexual harassment complaints)

SEXUAL HARASSMENT

SLOCOE is committed to maintaining a learning environment that is free of harassment. SLOCOE prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity. The Superintendent or designee shall ensure that students receive age-appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school.

Any student who engages in the sexual harassment of anyone at school or at a school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 - 12, the disciplinary action may include suspension and/or expulsion.

Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

Students shall be informed that they should immediately contact a staff member if they feel that they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to another County Office of Education Administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

The principal or designee shall immediately investigate any report of the sexual harassment of a student. Upon verifying that sexual harassment occurred, he/she shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Superintendent/designee in accordance with the District's Uniform Complaint Procedures.

The County Office of Education prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

REPORTING HARASSMENT OR DISCRIMINATION

The procedure for complaints regarding all issues of harassment, discrimination or abuse should be reported to a counselor or an administrator. SLOCOE designates the same compliance officers to receive and investigate complaints to ensure compliance as listed in the DUE PROCESS PROTECTIONS & COMPLAINTS section above.

HATE CRIMES

Hate crimes occur when a perpetrator targets a victim because of his or her membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crime can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

The following procedures are established:

1. Any student who believes that he/she is a victim of hate-motivated behavior shall immediately contact the Superintendent/Principal or designee. If the student believes that the Superintendent/Principal or designee has not remedied the situation, he/she may file a complaint against the appropriate school official in accordance with district complaint procedures.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Principal/Superintendent or designee, and law enforcement, as appropriate. Students who engage in hate-motivated behavior shall be subject to discipline in accordance with District policy.

3. The Superintendent/Principal shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

Anonymous complaints may be reported through the "We Tip" number – 1-800-782-7463

Dress Code

Dress Code

Cleanliness, appropriate grooming, and proper dress are important in setting the pattern of school and social conduct. The standards of dress for school should not be inconsistent with the academic atmosphere at the school nor should an individual's attire be disruptive to the learning processes of his/her fellow students. Any student who comes to school without proper attention having been given to personal cleanliness, neatness or improper attire, may be sent home to be properly prepared for school, or provided alternative clothing to use for the remainder of the school day. Policy 5132 prohibits the presence of any apparel, jewelry, accessory, notebook, or manner of grooming by virtue of its color, arrangement, trademark or any other attribute which demonstrates membership in gangs, advocates drugs, advocates hate, violence, or disruptive behavior. Examples of prohibited dress or appearance include, but are not limited to:

- Exposed undergarments
- Excessively sagging pants
- Excessively short or tight garments
- Bare midriff shirts/pants
- Strapless shirts
- Attire with messages or illustrations that are lewd, indecent or vulgar
- Attire that advertises products or services not permitted by law to minors
- See-through clothing
- Attire that exposes cleavage
- Any adornment such as chains or spikes that could reasonably be perceived as a weapon
- Any symbol, style or attire frequently associated with intimidation, violence or violent groups
- Hats on the prohibited logo list

Students whose dress and/or grooming is found to be in violation of the dress code or considered disruptive to the educational process will be sent to the principal's office. The student will remain there until appropriate clothing is brought from home. Multiple dress

code violations may result in community service or parent notification. These standards apply at all school functions.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

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

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

Gang Related Apparel

Administration, 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. 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. (EC35183)

Procedures for Safe Ingress and Egress

Safety while entering and leaving Loma Vista Community School’s rural campus is a high priority.

The following precautions have been taken:

- Safety crossing zones must be used.
- Bus loading and unloading will only occur at the designated bus loading zone.

SCHOOL BUS RULES:

The school bus is considered an extension of the classroom. The same rules apply as when a student is at school. Please refer to our school rules section along with the PBIS matrix. The same incentives and consequences will be used for students on the bus as in school.

PARKING

Students who drive to school must provide verification of a valid CA Driver's License, current vehicle registration, and current insurance coverage. For the safety of all students and staff, reckless driving by students will not be tolerated and may result in suspension or the loss of parking on campus.

Vehicles are to be parked in designated parking areas only. Students who choose to park illegally, park in non-designated parking areas, risk having their vehicles towed at their own expense. In addition, parking citations may be issued to those vehicles that are in violation of the parking policy such as parking in a fire lane and/or red zone area. SLOCOE assumes no responsibility or liability associated with a student driving/operating a personally owned vehicle.

Maintaining a Safe and Orderly Environment

San Luis Obispo County Office of Education Alternative and Special Education programs place a high priority on student safety. We continually assess our campuses for potential risks, and mitigate the exposure as soon as possible. We hold all fire and earthquake drills as required, and assess the effectiveness of each drill.

School staff and the school maintenance personnel, using the Facility Inspection Tool (FIT), evaluate the school annually.

Safety Committee

The SLOCOE Health Management and Safety Committee is composed of classified, certificated and management employees. Meetings are held on the third Thursday of every month September – May. Agendas and Minutes are available to review.

The Committee reviews accident trends, results of safety inspections, responds to safety concerns and promotes employee health and wellness by sponsoring the safety incentive programs. The Committee also rewards and recognizes employees who are mindful about using safe practices as they work.

Visitors and Volunteers

We monitor visitors on campus and require that they sign in at the office each and every time they are on campus. Visitors and volunteers wear identification badges while on campus. We make every effort to know our parents and extended family members. Due to the school's small size, monitoring of adults on campus is truly possible.

Student visitors are not allowed on campus during the school day. However, SLOCOE encourages parents and members of the community who are willing and able to share their time, knowledge and abilities with our students to volunteer on campus. Arrangements must

be made with the site administrator. Because the safety and well-being of our students is our ultimate goal, visitors and volunteers must comply with the SLOCOE policy that governs their presence on campus.

Classroom Management

All staff members are trained in CPI Nonviolent Crisis Intervention to build an effective culture of safety and to build the knowledge and skills needed to recognize and manage crisis behaviors. In addition, implementation of Positive Behavioral Interventions and Supports (PBIS) has created a school-wide climate of improved social respect and responsibility.

Student behavior contracts and Behavior Intervention Plans (BIP) are developed for students requiring extra support. Parent and Student Success Team (SST) meetings are scheduled for students who are unable to meet behavioral expectations at school.

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION
LEADERSHIP • COMMUNITY • SERVICE
JAMES J. BRESCIA, ED. D., SUPERINTENDENT

Loma Vista Community School
PBIS MATRIX for Distance Learning

"Big Three" Safe~Responsible~Considerate

DISTANCE LEARNING		
SAFE	**RESPONSIBLE**	**CONSIDERATE**
• Be sober • Use technology appropriately • Email, call or text your teacher if you need help • Stay on appropriate sites and report inappropriate sites and unsafe use • Use Chromebook for schoolwork only • Follow SLOCOE's policies during virtual meetings including dress code, appropriate use of technology, and tobacco/drug/alcohol free zones	• Be present – attend all Google Meet sessions • Take good care of the Chromebook • Keep logins, passwords, and private information private • Try your best and take pride in your best work • Ask your teacher when you need help or do not understand a question. • Check in with teacher/staff daily • Turn in assigned work daily	• Always think before posting or writing (Is it true, helpful, inspiring, necessary and kind?) • Be respectful of yourself and others online • Use professional, appropriate language only

*this matrix is to be used and taught during the COVID-19 school closure

Loma Vista PBIS Behavior Matrix

"Big Three"

Be Safe ~Be Responsible ~Be Considerate

	Safe	Responsible	Considerate
All Areas	Be Sober Keep your feet and hands to yourself	Be Present Use school supplies appropriately Allow others to focus	Follow adult directions the first time given Treat people with respect
Classroom	Remain seated Maintain personal boundaries	Work attentively Participate in your education Ask for help Do your own schoolwork	Use a low voice Use appropriate words and gestures Listen while others are speaking
Eating Area	Wait in line patiently Ask permission to leave area	Clean up your trash	Ask permission to begin sports/ games
Outside Areas	Walk at all times	Stay in assigned areas Move directly to class Keep outside areas quiet	Use a low voice Use appropriate words and gestures Be kind and wait in line to enter class
Bathroom	Wait in line Wash your hands	Flush toilet Inform staff of vandalism	Use bathrooms during assigned breaks
Bus	Choose your seat and remain seated Sit alone and face forward Cross carefully in front of bus Conversations stay on bus	Use appropriate language and gestures Use ear buds to listen to music Allow driver to be without distraction Keep food off bus	Be at your stop 5 minutes early Keep seat clean and belongings with you Throw away trash Exit only at your correct stop

Health Precautions

Every two years key staff members receive updated First Aid and CPR training. Annually, staff members receive in-service training on other health and safety issues, including:

- Blood-borne pathogens
- SB 198 Safety in the Workplace
- Anaphylactic shock and severe allergic reactions
- Updated EpiPen procedures

To accommodate students with diabetes, asthma, seizures or other health concerns the school nurse monitors student medical plans, and key staff receive in-service training to carry out the plan.

Medication

SLOCOE staff are prohibited from providing or administering any medication, including aspirin, to any student, unless proper procedures are followed. Students needing occasional medications for colds, earaches, and/or sore throats, are to take these medications at home if possible. However, if medication MUST be given at school, it must be personally delivered by the parent and accompanied by a written authorization from a parent/guardian that includes the name of the medication and instructions for its administration (time and dosage), **as well as a medical release from the physician.** Forms are available from the school. All medication must be in its original container.

Mental Health/Wellness

School behavioral and mental health programs should focus on breaking down health and social barriers to students' learning with emphasis on meeting each student's individual health needs. The Loma Vista Community School, Juvenile Court School and Special Education Programs encourage and support linkages between students, families, schools, communities, to create and maintain an environment in which all students can learn and thrive.

This positive model includes:

- Creating an atmosphere in which the psychological, social and emotional aspects of the student are integrated into all parts of student life and wellness.
- Providing the structure and support to allow each individual student to live a socially and emotionally fulfilling life.
- Increasing awareness of student's social and emotional needs.
- Decreasing stigma around behavioral and mental health issues.
- Linking systems to improve support, resources, advocacy, and assessment.

- Creating school-linked programs that are family-friendly, accessible, integrated and comprehensive.
- Supporting local strategies that create healthy schools.
- Promoting behavioral health in order to break down barriers to students' learning

SLOCOE therapists and County Behavioral Health and Drug and Alcohol Services provide as needed and scheduled services for students on campus, or via phone or videoconference. SLOCOE Alternative Education Programs have trained staff in DBT Steps-A curriculum, Dr. Clayton Cook's EMR process for intentional relationship building, CPI Nonviolent Crisis Intervention and implemented schoolwide PBIS and alternatives to discipline in order to reduce the number of school suspensions and address negative behaviors as well as to help students build positive coping and pro-social skills.

SLOCOE Youth Suicide Prevention Policy

The Governing Board of the San Luis Obispo County Office of Education recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, SLOCOE shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent or Designee of SLOCOE shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

SLOCOE shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. SLOCOE will work with multiple agencies including County Mental Health, Drug and Alcohol and County Probation to help our students attend safe schools where students can find the supports necessary to educate and support each other against suicide.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at http://www.heardalliance.org/.

- You can find information about a comprehensive suicide prevention toolkit for schools on the Heard Alliance Web page at https://www.heardalliance.org/help-toolkit/

See Appendix SLOCOE Suicide Prevention Policy

Cyber Safety

The Internet is a valuable educational and social resource for students. SLOCOE believes in the value of technology and recognizes its importance for supporting curriculum, instruction, and management. The County Office of Education network and internet connections have been developed as tools to promote educational excellence, innovation, and communication for students and staff. Access to the internet is a privilege, not a right. Please see the Student Acceptable Use Policy.

All staff and students in all grades receive awareness training on cyber safety at school and at home annually. Parents receive pertinent information from the school to ensure that all are aware of the vulnerability of our students as they navigate their way through cyberspace. Students are also advised about the law and the consequences of using computers as a tool for harassment or bullying. All students and their parents/ guardians must sign a Technology Acceptable Use agreement annually before they may access the Internet at school. See SLOCOE Keys to Success.

School Internet use is always supervised. Computers used by students are arranged to be visible by supervising adults at all times. In addition, filters are in place to prevent access to inappropriate websites.

ACCEPTABLE INTERNET USE POLICY

Electronic Media Communication SLOCOE provides computers, Internet and email access to teachers, students, staff and administrators. To create a common expectation for the acceptable use of such communication devices, each user of such devices is expected to subscribe to and observe this Acceptable Internet Use Policy. This policy does not cover all required or expected behavior. Each user is expected to exercise sound judgment regarding appropriate conduct.

1. Any use for illegal, inappropriate, or obscene purposes, or in support of such activities, is prohibited. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the network, and/or purpose and goal. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly-owned and operated communication vehicle.

2. Use for commercial purposes, including personal gain, is prohibited.

3. Copying materials in violation of copyright law is prohibited.

4. Use for product advertisement, religious advocacy, or political lobbying is prohibited.

5. No use shall serve to disrupt the use of the network by other users.

6. Any user's traffic that traverses another network may be subject to that network's acceptable use policy. From time to time, SLOCOE will make decisions on whether specific uses are consistent with this policy. The SLOCOE shall remain the final authority on the use of the network and the issuance of user accounts. We reserve the right to modify this policy at any time. Users will receive prompt notification of all modifications.

School Rules and Discipline Policies

SLOCOE desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. We believe that good planning, a good understanding of each child and parent involvement can minimize the need for discipline. By focusing on teaching, practicing and incentivizing positive behaviors through PBIS, we increase the likelihood that students will engage in expected behaviors in all environments. All students are held to high standards of behavior, and these expectations are made clear. School rules and behavior expectations are distributed at the beginning of the year (See Appendix SLOCOE Keys to Success) and reviewed in each classroom regularly. Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations.

When misconduct occurs, staff shall make every effort to identify and correct the causes of the student's behavior. Policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school and program has developed disciplinary rules in accordance with the law to meet the school and student needs. Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color, or sex. Students always have an opportunity to present their viewpoint when involved in disciplinary actions.

In order to maintain safe and orderly environments, the COE shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed.

SCHOOL RULES

Per CA Education Code §48980, parents, guardians, and students have a right to review school rules regarding student discipline.

The basic school rules are listed below. If you have additional questions, or would like to review additional rules, please contact the school office.

1. Be respectful of others and their property.

2. Bring to school only those things needed to do schoolwork.

3. Use appropriate language.

4. Hats, hoods, and head coverings with prohibited logos are not allowed inside classrooms or other buildings.

5. Use phones appropriately (see Phone Policy in Student Handbook).

6. If you are not legally allowed to possess an item, or it is not allowed on campus – you cannot display or advertise it ~ and we don't want to hear about it either.

8. Students are not allowed in the parking lot without staff permission.

9. Once a student is on campus, they may not leave without being properly checked out through the office.

Tobacco/ENDS/Substance Abuse

SLOCOE prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Section 119405 of the Health and Safety Code prohibits the sale of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

Procedure for Responding to Criminal Incidents

Both Loma Vista Community School and Juvenile Court School maintain a close relationship with the San Luis Obispo Probation Department. There is a regular Probation Officer stationed on campus at Loma Vista Community School. The San Luis Obispo Department of Probation provides supervision of students in custody at the Juvenile Services Center.

The following pages detail the procedures and protocols in the event of a criminal incident:

LOCKDOWN

Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school buildings.

- ❑ The Site Administrator will issue a lock-down order by announcing a warning over PA system or other alternate method using plain language; ***"Lockdown, Lockdown, Lockdown."***
- ❑ Direct all students, staff and visitors into classrooms or secure rooms.
- ❑ Lock classroom doors.
- ❑ Turn off all lights.
- ❑ **Do Not** adjust window blinds (if equipped).
- ❑ Move all persons away from windows and doors.
- ❑ Have all persons get down on the floor, below desk level.
- ❑ Remain motionless and silent.
- ❑ If necessary, use ***Run, Hide, Fight*** techniques
- ❑ Allow no one outside of classrooms until notified by Site Administrator or emergency responders.

SHELTER IN PLACE

Shelter-in-place provides refuge for students and staff within school buildings during an emergency. A shelter-in-place order allows for securing of a school site while still allowing the continuation of the learning process. Be prepared to go into lockdown with little notice.

- ❑ Site Administrator announces "Shelter in place" using plain language over the site PA system.
- ❑ Bring all persons inside the building(s).
- ❑ Lock all doors, close all windows.
- ❑ Teachers take class roster.
- ❑ *If necessary, i.e. Hazardous Material event,* turn off any ventilation leading outdoors.
- ❑ Continue the learning process keeping all persons within the classroom/secure area.
- ❑ All persons must remain in safe areas until notified by Site Administrator or emergency responders.

ASSAULT/FIGHTS

- ❑ Ensure the safety of students and staff first.
- ❑ Defuse the situation, if possible.
- ❑ Call 911, *if necessary.*
- ❑ Notify CPR/first aid certified persons in school buildings of medical emergencies.
- ❑ Notify Site Administrator. Site Administrator assembles Crisis Team Members.
- ❑ Isolate area where assault took place.
- ❑ Site Administrator notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact.
- ❑ Site Administrator notifies the Superintendent and parents of students involved in assault.
- ❑ Document all activities. Ask the victim(s)/witness(es) for their account of the incident.
- ❑ Implement post-crisis procedures and counseling protocols.

BOMB THREAT

Upon receiving a message that a bomb has been planted in school:

- ❑ Use bomb threat checklist.
- ❑ Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- ❑ Listen closely to the caller's voice and speech patterns and to noises in the background.
- ❑ After hanging up the phone, use a reverse caller ID if available to trace the call.
- ❑ Notify Site Administrator.
- ❑ Activate Incident Command System. (Site Administrator becomes Incident Commander)
- ❑ Based upon threat assessment, Incident Commander determines to either shelter in place until evacuation routes are cleared, **OR** to evacuate immediately.
- ❑ Incident Commander notifies police (call 911) and Superintendent. Incident Commander or Superintendent must report the incident to police.
- ❑ Incident Commander uses school PA to inform students and staff of bomb threat and immediate actions to take (shelter **OR** evacuate) using plain language. **Do Not** use a Fire Alarm to signal evacuation.

Shelter in Place procedure:

- ❑ Bring all persons into safe areas.

- ❑ Lock all doors, close all windows.

Evacuation procedure:

- ❑ Direct students to leave belongings in place and to **NOT** use cell phones.
- ❑ Students and staff evacuate to primary or secondary evacuation location at least 1000 feet from the suspected area.
- ❑ Teachers take roll after being evacuated.
- ❑ Establish a student-parent reunion system.
- ❑ No one may re-enter the building(s) until fire or police personnel declare them safe.
- ❑ Incident Commander notifies students and staff of termination of emergency.

BOMB THREAT CHECKLIST

(Keep copy near phone)

Description Detail Report

Questions to ask:

1) When is the bomb going to explode?

2) Where is it right now?

3) What does it look like?

4) What kind of bomb is it?

5) What will cause it to explode?

6) Did you place the bomb?

7) Why?

8) What is your address?

9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received:

Notes:

Callers Voice - Check as applicable:

❑ Calm	❑ Nasal
❑ Angry	❑ Stutter
❑ Excited	❑ Lisp
❑ Slow	❑ Raspy
❑ Rapid	❑ Deep
❑ Soft	❑ Ragged
❑ Loud	❑ Clearing Throat
❑ Laughter	❑ Deep Breathing
❑ Crying	❑ Cracked Voice
❑ Normal	❑ Disguised
❑ Distinct	❑ Accent
❑ Slurred	❑ Familiar

If voice is familiar, whom did it sound like?

Background Sounds:

❑ Street Noises	❑ Factory Machinery
❑ Animal Noises	❑ Voices
❑ Clear	❑ PA System
❑ Static	❑ Local Call
❑ Music	❑ Long Distance
❑ House Noises	❑ Phone Booth
❑ Motor	❑ Office Machinery

❑ Other _____

Threat Language:

❑ Well Spoken (educated)	
❑ Incoherent	❑ Taped
❑ Foul	❑ Message read
❑ Irrational by threat maker	

Remarks:

INTRUDER/HOSTAGE

Intruder- An unauthorized person who enters school property:

- ❑ Notify Site Administrator.
- ❑ Ask another staff person to accompany you before approaching the guest/intruder.
- ❑ Politely greet the guest/intruder and identify yourself.
- ❑ Ask the guest/intruder the purpose of his/her visit.
- ❑ Inform guest/intruder that all visitors must register at the main office.
- ❑ If the intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- ❑ Activate Shelter In Place
- ❑ Notify security or police if the intruder still refuses to leave. Give the police full description of the intruder. (Keep intruder unaware of call for help if possible)
- ❑ Warn intruder of consequences for staying on school property.
- ❑ Walk away from the intruder if he/she indicates a potential for violence. Be aware of the intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.).
- ❑ If possible, maintain visual contact with the intruder from a safe distance.
- ❑ Site Administrator notifies Superintendent.

Hostage situation:

- ❑ If the hostage taker is unaware of your presence, do not intervene.
- ❑ Call 911 immediately. Give dispatcher details of the situation; ask for assistance from the hostage negotiation team.
- ❑ Lockdown site.
- ❑ Notify Site Administrator.

WEAPONS ON CAMPUS

- ❑ Call police if a firearm is suspected to be in school.
- ❑ Ask another administrator or SRO to join you in questioning suspected student or staff member.
- ❑ Conduct search with police or SRO. Inform suspect of his/her rights and why you are conducting search.
- ❑ Accompany suspect to private office to wait for police.
- ❑ Keep detailed notes of all events and why the search was conducted.
- ❑ Notify parent(s) or guardian(s) if suspect is a student
- ❑ If a suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up and order the site into lockdown.
- ❑ Remain calm.

SEARCH

Trained police dogs may be used in a search on the school grounds, in hallways, social areas, locker rooms, gyms, parking lots and classrooms. As a parent one of the most crucial policies to demand from your student's school is a drug free campus. Nationwide, over 85% of high school students and 44% of junior high students report seeing drugs used, sold, or stored on campus with 31% of high school students and 9% of junior high students seeing such conduct at least once a week (Center for Substance Abuse Research). Law Enforcement and probation will be involved along with school officials during any search of campus involving trained police dogs.

RELEASE OF STUDENT TO A PEACE OFFICER

If a school official releases a student from school to a peace officer for the purpose of removing him/her from the school premises, the school official shall take immediate steps to notify parent/guardian or a responsible relative of the student, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian. (EC48906)

Maintaining a Positive School Climate

Our staff members understand the importance of supporting our students in handling the stresses and challenges of life. Our efforts to maintain a positive school climate include:

- Parents are encouraged to participate in all aspects of school life.
- We regularly send messages of positive feedback to our students and their families.
- All staff members serve as positive and accessible role models.
- We encourage staff members to teach students the meaning of equality, human dignity, and mutual respect, and to employ teaching strategies that promote assertiveness, decision-making skills, positive peer relations, and self-esteem.
- We consciously strive to create an environment of tolerance and inclusiveness.

Our schools promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students are taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills. SLOCOE Alternative Education Programs have trained staff in DBT Steps-A curriculum, Dr. Clayton Cook's EMR process for intentional relationship building, CPI Nonviolent Crisis Intervention and implemented schoolwide PBIS and alternatives to discipline in order to reduce the number of school suspensions and address negative behaviors as well as to help students build positive coping and pro-social skills.

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION
LEADERSHIP ▪ COMMUNITY ▪ SERVICE
JAMES J. BRESCIA, ED. D., SUPERINTENDENT

SLOCOE Keys to Success

SLOCOE offers a unique learning opportunity that is available for students in a variety of programs. As an active participant in their education, students must attend school regularly and make positive progress toward their goals and comply with the school rules and expectations. *I understand the following components are important factors in being successful in school:*

Attitude ~

- Show up every day with a positive "can do" attitude.
- Be respectful of others and their property.
- Bring to school only those items needed to do schoolwork
- Use appropriate language.
- Hats, hoods, and head coverings are not allowed inside classrooms or other buildings.
- Use Phones Appropriately, per Cell Phone Policy.
- If you are not legally allowed to possess an item, or it is not allowed on campus – you cannot display or advertise it ~ *and we don't want to hear about it either*.
- Food and drinks are prohibited in the classroom, except during breakfast.
- Students are not allowed in the parking lot without staff permission.
- Once a student is on campus, they may not leave without being properly checked out through the office.

Attendance ~

- This is important, as it is directly related to my credit accrual.
- CA Education Code 48200 requires everyone between the ages of 6 and 18 years old attend school daily. I am aware that there are consequences for the minors and parents when students do not attend school.

Academics ~

- Students are committed to focus on their academics while at school.

I have read and understand the information above, and I am willing to comply with the requirements of this program. I am aware that my child's behavior and safety, outside of the school day, is my responsibility.

I also acknowledge that I have been notified that the **Student/Parent Handbook** and **Annual Notification to Parents, Guardians & Students** required under California Education Code §5145.6. is online at the SLOCOE website. For more detailed protocols, please refer to the Annual Notification to Parents/Guardians and the online handbook at:
https://www.slocoe.org/resources/parent-and-public-resources/
and then click on "Informational Resources." These documents can be accessed through your phone or a computer. We can also print copies or email copies at your request.

Please sign and return this bottom section to the school. This signed slip will be placed in the student's file.
Student Signature: _____
Parent/Guardian Signature: _____

Youth Suicide Prevention Policy

Introduction

California *Education Code* (*EC*) Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at https://www.cde.ca.gov/nr/el/le/yr19ltr0829.asp and the Directing Change For Schools Web page at https://directingchangeca.org/.

Additionally, the CDE encourages each LEA to work closely with their county behavioral health department to identify and access resources at the local level.

While the mandate does not apply to private schools or students below grade seven, we do encourage them to consider adopting a suicide prevention policy as a safety net for all students. This is particularly important since suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death among ten to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger). Although elementary and private schools are not legally required to adhere to AB 2246, they may want to consult with their legal staff about the advisability of adopting such a policy.

SLOCOE Youth Suicide Prevention Policy (BP 5142.52)

The Governing Board of the San Luis Obispo County Office of Education recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the

emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, SLOCOE shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent or Designee SLOCOE shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

SLOCOE shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. SLOCOE will work with multiple agencies including County Mental Health, Drug and Alcohol and County Probation to help our students attend safe schools where students can find the supports necessary to educate and support each other against suicide.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at http://www.heardalliance.org/.

- You can find information about a comprehensive suicide prevention toolkit for schools on the Heard Alliance Web page at https://www.heardalliance.org/help-toolkit/

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, SLOCOE along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/

- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0

- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/how-use-social-media

B. Suicide Prevention Training and Education

SLOCOE along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus including substitutes and intermittent staff, volunteers and interns.

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of school-employed

mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training through the San Luis Obispo County Behavioral Health Department. Core components of the general suicide prevention training shall include:

    - Suicide risk factors, warning signs, and protective factors
    - Previewing identified populations more susceptible to death by suicide

    - How to talk with a students and caregivers about thoughts of suicide
    - How to remain calm and collaborative while maintaining an appropriate level of privacy for student
    - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
    - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
    - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
    - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

    - The impact of traumatic stress on emotional and mental health;
    - Common misconceptions about suicide;
    - School and community suicide prevention resources;
    - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
    - The factors associated with suicide (risk factors, warning signs, protective factors);
    - How to identify youth who may be at risk of suicide;
    - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how

to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
  - District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  - District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  - Responding after a suicide occurs (suicide postvention);
  - Resources regarding youth suicide prevention;
  - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
  - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

  - Youth affected by suicide
  - Youth with a history of suicide ideation or attempts
  - Youth with disabilities, mental illness, or substance abuse disorders
  - Lesbian, gay, bisexual, transgender, or questioning youth
  - Youth who have ongoing experiences of being bullied or isolated from peers and others
  - Youth experiencing homelessness or in out-of-home settings, such as foster care
  - Youth who have suffered traumatic experiences.

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/

- Free YMHFA Training is available on the CDE Mental Health Web page at http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp

- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at http://www.qprinstitute.com/

- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen,

regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at https://www.livingworks.net/safetalk

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at https://www.livingworks.net/asist

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at https://www.kognito.com/products/pk12/

C. Employee Qualifications and Scope of Services

Employees of SLOCOE and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting, with the exception of on-site mental health therapists. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide. Staff will involve the onsite mental health therapists to ensure resources are made available to the student and his/her caregiver.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by SLOCOE.

Resource:

Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/training-events/amsr

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the SLOCOE suicide prevention policy and procedures.

- This suicide prevention policy shall be prominently displayed on the SLOCOE Web page and references to the policy will be included in the student/parent handbook.

- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:

    - Suicide risk factors, warning signs, and protective factors;
    - How to talk with a student about thoughts of suicide;
    - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment, linkage to on-site mental health therapists and 24 hour suicide prevention hotline.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at https://www.save.org/product/parents-as-partners/

F. Student Participation and Education

SLOCOE along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.

- The content of the education shall include:

    - Healthy coping strategies for dealing with stress and trauma;
    - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
    - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help; including how to ask for help from friends, family, school and community
    - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom

curricula (e.g., health classes, new student orientation, science, and physical education).

SLOCOE will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at https://afsp.org/our-work/education/more-than-sad/

- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at http://www.childrenshospital.org/breakfree

- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at http://www.reconnectingyouth.com/programs/cast/

- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at https://www.save.org/what-we-do/education/smart-schools-program-2/

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at https://www.save.org/what-we-do/education/leads-for-youth-program/

Intervention, Assessment, Referral

A. **Staff**

Three staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall

notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Websites. The staff members are Chris Balogh, Director of Alternative Education, Chris Phillips, Director of Special Education, Levi Henry, School Psychologist and Lara Mattson, Principal, Loma Vista Community School as the Suicide Prevention Liaisons.

The principal, another school administrator, school counselor, school psychologist, social worker, mental health therapist, or nurse shall then notify the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification. Report to C.W.S. (S.C.A.R.) if a student may be endangered by a parent being notified.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. **Parents, Guardians, and Caregivers**

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. **Students**

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. On-site mental health therapists will work with and train students in this area.

D. **Parental Notification and Involvement**

Each school within SLOCOE shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure

continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report medical neglect of the youth.

E. **Action Plan for In-School Suicide Attempts**

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom. Limit immediate options for another attempt by securing the vicinity around the student (sharp objects, etc.)
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. **Action Plan for Out-of-School Suicide Attempts**

If a suicide attempt by a student is outside of SLOCOE property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to

intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students; Attempt to secure agreement between parents and school administration regarding appropriate response.
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis are correct;
- Designate a staff member to handle media requests (Katherine Aaron, Assistant Superintendent)
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for reintegration to school;
- Provide mental health resources

G. **Supporting Students after a Mental Health Crisis**

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student or minimize his/her crisis;
- Offer hope and let the student know they are safe and that help will be provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. **Re-Entry to School After a Suicide Attempt**

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers of care, if appropriate;

- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. SLOCOE Suicide Prevention Liaisons, including the Director of Alternative Education, Director of Special Education, school psychologists, the Principal of Loma Vista Community School, shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
    - Identify a staff member to confirm death and cause (school site administrator);
    - Identify a staff member to contact deceased's family (ASAP/within 24 hours);
    - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
    - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
    - Notification (if not already conducted) to staff about suicide death;
    - Emotional support and resources available to staff;
    - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
    - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:

  - Review of protocols for referring students for support/assessment;
  - Talking points for staff to notify students;
  - Resources available to students (on and off campus).

- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:

  - Identify what platforms students are using to respond to suicide death
  - Identify/train staff and students to monitor social media outlets

- Include long-term suicide postvention responses:

  - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  - Support siblings, close friends, teachers, and/or students of deceased
  - No long-term memorials, only short term if at all, and consider how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/comprehensive-approach/postvention

- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss

- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

- Information on school climate and school safety is available on the CDE Safe

Schools Planning Web page at http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp

- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at https://www.cde.ca.gov/ls/cg/mh/index.asp.

Note: This model policy is considered exemplary and is not prescriptive, per *EC* Section 33308.5:

(a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.

(b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:

(1) The guidelines are necessary.

(2) The department has the authority to issue the guidelines.

(3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

April 2021

EMERGENCY RESPONSE PLAN
for
SLOCOE SCHOOLS

SAN LUIS OBISPO COUNTY
OFFICE OF EDUCATION
LEADERSHIP ▪ COMMUNITY ▪ SERVICE

For Official Use Only

Special thanks to Grant County Emergency Management for developing this template and making it available to all schools. Also, special thanks to the members of the emergency preparedness subcommittee of the SIPE Risk Management Committee for shaping and reviewing this template.

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INTRODUCTION

What is an Emergency?

An emergency is a duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and facilities of the site and or district and require the combined efforts of the State or other political subdivisions. School facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

School emergencies can be small and easily managed, or they can be large and difficult to manage. Every school emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed to help you do that.

Purpose:

To effectively handle an emergency, a comprehensive Emergency Response Plan must be developed and an Emergency Response Team must be organized before an emergency occurs. Our school's Emergency Response Plan must be organized and all staff members trained in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.

The Incident Command System (ICS) will be used to manage all emergencies that occur within SLOCOE. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel complete mandatory training.

Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan will be explained and distributed to parents.

Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This manual will provide step-by-step guidelines to help deal with emergencies that may occur. This manual cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff will receive annual training in the emergency response plan.

The SLOCOE Safety Committee will develop and annually review the Emergency Response Plan. The committee will seek input from local law enforcement, fire/EMS, emergency management, county health department and site personnel to aid in the development of the plan.

Procedures will be developed to provide for disabled and non-English speaking students and staff.

Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.

Each classroom will be supplied with a Classroom Emergency Response Guide that provides instructions on how to respond to specific events as determined by site emergency planning committee.

An NOAA capable radio with battery power back-up will be placed in the office where it can be monitored for emergency messages during school hours.

Provisions for off campus emergencies will be addresses in this plan (e.g. bus accidents, field trips, off campus school activities…).

A copy of this plan will be filed on-line at www.slocoe.org.

During a Disaster: Step by Step is Right Here

The greatest mistake principals, teachers and staff make in crisis come from not knowing what steps to take and in what order in a given situation. Planning, training and drills will help prevent those mistakes. In a crisis it helps to know where to turn for help. This manual provides specific sequential steps to take. These steps are guidelines to inform you of the most likely steps to take. It is critical to evaluate the circumstances of the actual event and determine the most appropriate course of action. Some common incidents have been addressed to help you in an emergency. Each site must conduct a hazard assessment to identify all hazards that pose a risk to the school.

Approval Statement

This Emergency Response Plan for SLOCOE Schools has been reviewed and found to comply with the minimum and/or recommended requirements.

Reviewed and Approved by
SLOCOE Board and SLOCOE
Superintendent 3/7/2021

BASIC PLAN

SITUATION AND ASSUMPTIONS

Situation

The SLOCOE school campuses are located at various locations throughout the county. They range in student population from fewer than 10 students to over 60. Many students are special needs students with unique mobility and assistance requirements. Each site has at least to staff members on site; some have many more.

The site administrator has the primary responsibility for developing and implementing the site Emergency Response Plan. The site administrator has the responsibility of executing the policies developed by SLOCOE. In the event that the Incident Command System (ICS) is activated, the site administrator or designee will become the Incident Commander.

Site personnel and/or local fire and law enforcement agencies handle most emergencies on site.

Assumptions:

During an emergency, centralized direction and control (i.e., activation of the Command Post) is the most effective approach to management of emergency operations.

In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

COMMUNICATIONS

Emergency Communications

When an emergency condition exists, the Site Administrator (or Incident Commander if the Incident Command System (ICS) has been activated) will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used (a being the primary mode of communication followed by alternative modes). Notifications will be given in plain language. Code words shall not be used.

- Intercom
- Two-way radios
- Telephone
- Runners
- RAVE APP

Media Relations

The site Information Officer will be prepared to deal with the media prior to the arrival of the district Information Officer. A separate staging location should be pre-identified for media briefings.

Emergency Contact Numbers

Public Safety Agencies	Number
General Emergency	911
Police/Sheriff/Fire	911
Poison Control	(800) 222-1222
Local Hospitals:	
Arroyo Grande Hospital	(805) 489-4261
Sierra Vista	(805) 546-7600
Twin Cities	(805) 434-3500
SLOCOE Contacts (Extensions are listed. Use 782-7XXX prefix)	Number
Superintendent	X201
Site Safety	X251
Transportation	X250
Operations	X251
Food Services	X321
Health Services	X321

SITE ASSIGNMENTS AND STAGING AREAS

On Site Locations and Staging Areas			
	Primary	Alternate	Alternate
On Site Command Post	TBD by Site	TBD by Site	TBD by Site
Student Care	TBD by Site	TBD by Site	TBD by Site
First Aid	TBD by Site	TBD by Site	TBD by Site
Reunification: Student Request	TBD by Site	TBD by Site	TBD by Site
Reunification: Student Release	TBD by Site	TBD by Site	TBD by Site
Media Staging	TBD by Site	TBD by Site	TBD by Site
Law Enforcement Staging	TBD by Site	TBD by Site	TBD by Site
Fire Staging	TBD by Site	TBD by Site	TBD by Site
Public Works Staging	TBD by Site	TBD by Site	TBD by Site
Utilities Staging	TBD by Site	TBD by Site	TBD by Site
Student Relocation Center	TBD by Site	TBD by Site	TBD by Site
District Staging	TBD by Site	TBD by Site	TBD by Site

Off-Site Locations	Primary	Alternate	Alternate
Off Site Command Post	TBD by Site	TBD by Site	TBD by Site
Student Care	TBD by Site	TBD by Site	TBD by Site
First Aid	TBD by Site	TBD by Site	TBD by Site
Reunification: Student Request	TBD by Site	TBD by Site	TBD by Site
Reunification: Student Release	TBD by Site	TBD by Site	TBD by Site
Media Staging	TBD by Site	TBD by Site	TBD by Site
Law Enforcement Staging	TBD by Site	TBD by Site	TBD by Site
Fire Staging	TBD by Site	TBD by Site	TBD by Site
Public Works Staging	TBD by Site	TBD by Site	TBD by Site
Utilities Staging	TBD by Site	TBD by Site	TBD by Site
Student Relocation Center	TBD by Site	TBD by Site	TBD by Site
District Staging	TBD by Site	TBD by Site	TBD by Site

ICS ASSIGNMENTS LOMA/CJ/REC

POSITION	1ST (Primary)	2ND (Alt)	3rd (Alt)
Incident Commander	Katherine Aaron	Principal	Assistant Principal
Safety	Hugo Bastidos	Nelson Payton	
Communication/Liaison	Katherine Aaron	Tom Alvarez	
Information Officer	COE	COE	COE
Operations	Nelson Payton	Tom Wood	Tom Wood
Recorder	Site Assistant	Jennie Curto	
Security	Probation	Hugo Bastidos	As Required
Search & Rescue	Hugo Bastidos		As Required
Safety/Damage	Nelson Payton	Tom Wood	As Required
Medical/First Aid	Organization Nurse	Trained Staff	As Required
Student Supervision	Staff		As Required
Student Request			As Required
Student Release	Katherine Aaron	Staff	As Required
Runners	Staff	MOT Staff	As Required

Notes:

The above sections will vary depending on site requirements and staffing. Each site is responsible for determining their particular needs and assigning positions and locations accordingly.

EARTHQUAKE

Immediate action when shaking begins:

- ❑ Duck, cover, and hold under desks until initial shaking has ceased.
- ❑ Site Administrator determines whether to evacuate buildings or shelter in place depending upon severity of earthquake and direction from Superintendent or designee.

NOTE – in a mild earthquake, it may be safer to remain inside of buildings and shelter in place rather than to evacuate. If the earthquake is strong enough to shake books from shelves or items from desks, the temblor was likely strong enough to cause structural damage, and the buildings should be evacuated. In any situation where there is the smell of gas, buildings should be evacuated.

If building evacuation is required:

- ❑ Students and staff begin orderly evacuation through predetermined routes to evacuation area.
- ❑ Activate Incident Command System protocol. (Annex K)
- ❑ Incident Commander establishes command center, parent reunion gates, medical triage area, and sweep teams.
- ❑ Incident Commander establishes communication with district Incident Commander and uses Site Status Report (Annex F) to relay status.
- ❑ Teachers take roll and provide results to Incident Commander.
- ❑ Incident Commander establishes student reunion gates separate from evacuation area. Students should be brought to parents when parents arrive. Use Student Release Form (Annex J) to release students. Students to remain in the care of site administration/teachers until released to parents.
- ❑ Incident Commander evaluates site safety and releases Sweep Teams to begin searches if deemed appropriate based on site conditions. (Use Annex E to establish and note Sweep Team composition, equipment, and results.)
- ❑ Incident Commander establishes Medical Treatment/Triage area in isolated area in evacuation area. Injured personnel should be evaluated and treated by medical triage team. (Complete form Annex A)
- ❑ Maintain incident command structure and function until directed otherwise by higher authority.

If building evacuation is NOT required:

- ❑ Use shelter in place procedure
- ❑ Site Administrator establishes communication with district Superintendent or designee for further instructions.
- ❑ Remain in shelter in place status until directed otherwise by higher authority.

ACTIVE SHOOTER INCIDENT

Training Staff for an Active Shooter Incident

To best prepare your staff for an active shooter situation and conduct training exercises. Together, the SERP and training exercises will prepare your staff to effectively respond and help minimize loss of life. Components of an SERP with input from several stakeholders including your school administration and staff, county emergency services, local law enforcement and/or emergency responders. An effective EAP includes:

- ❑ ALICE Training

ALICE is a federally endorsed safety protocol. **The letters ALICE stand for Alert, Lockdown, Inform, Counter and Evacuate**:

Alert – inform people of the threat, giving as much information as possible.

Lockdown – Students and Staff can choose to lockdown and barricade the room that they are in if they determine that it is not safe to evacuate.

Inform – pass on as much information as possible to others and to First Responders, including contacting 911.

Counter – an effort of last resort, if an armed intruder is able to get into the space that they are in; students are being trained to use every effort to stop the intruder instead of being passive victims.

Evacuate – If it is safe to do so, all are encouraged to evacuate the building, and remove themselves from the threat.

- ❑ An emergency procedure
- ❑ An emergency notification system to alert various parties of an emergency, including individuals at remote location. This is accomplished with phone, text, email, PA, 911 and RAVE notification.

Procedures to Prepare for Active Shooters

All employees authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter/armed assailant situation is occurring or about to occur.

- ❑ Options include the training conducted through ALICE training
- ❑ Call 911 and initiate a school-wide "Lockdown"
- ❑ Follow direction from Incident Commander or Law Enforcement
- ❑ Take roll and determine if any students or staff are in immediate danger or injured.
- ❑ Prepare incident status report for emergency response personnel
- ❑ Debrief with staff and law enforcement
- ❑ Provide Crisis Intervention counseling to students and staff in need
- ❑ Communicate with parents/guardians and community

SITE EVACUATION

Site evacuations may be ordered for various reason and purposes. Site evacuations may take two forms; *evacuation to waiting transportation*, and *evacuation by foot*. Site evacuations will be ordered as part of the Incident Command System operation.

- ❑ Incident Commander (IC) determines appropriate evacuation type; either *evacuation to waiting transportation*, **OR** *evacuation by foot* to a remote location.

Evacuation to waiting transportation:

- ❑ Incident Commander coordinates the arrival of transportation assets to loading area.
- ❑ Transportation assets should be waiting and ready in designated loading area before movement of students.
- ❑ Students and staff begin orderly evacuation by following designated evacuation leaders through predetermined and cleared, unexposed routes.
- ❑ Staff designated to establish student-parent reunion system at relocation center must be transported in first wave.
- ❑ Incident Commander notifies relocation center that evacuation is underway.
- ❑ Process continues until students and staff have been evacuated from site.
- ❑ Students should remain with evacuation leaders and reunited with class at evacuation center.
- ❑ Teachers take roll at relocation center.
- ❑ Students to remain in the care of site administration/teachers until released to parents.

Evacuation by foot:

- ❑ Incident commander coordinates secure route of evacuation *with consideration* for student population age, size, abilities, and handicapped needs.
- ❑ Staff designated to establish student-parent reunion system should be moved to evacuation center first.
- ❑ Students and staff begin orderly evacuation by following designated evacuation leaders through predetermined and cleared routes.
- ❑ Students should remain with class and evacuation leaders throughout evacuation process.
- ❑ Teachers take roll at relocation center.
- ❑ Students to remain in the care of site administration/teachers until released to parents.

LOCKDOWN

Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

- ❑ Site Administrator will issue lock-down order by announcing a warning over PA system or other alternate method using plain language; "***Lockdown, Lockdown, Lockdown."***
- ❑ Direct all students, staff and visitors into classrooms or secure rooms.
- ❑ Lock classroom doors.
- ❑ Turn off all lights.
- ❑ **Do Not** adjust window blinds (if equipped).
- ❑ Move all persons away from windows and doors.
- ❑ Have all persons get down on the floor, below desk level.
- ❑ Remain motionless and silent.
- ❑ *If necessary*, use ***Run, Hide, Fight*** techniques
- ❑ Allow no one outside of classrooms until notified by Site Administrator or emergency responders.

SHELTER IN PLACE

Shelter-in-place provides refuge for students and staff within school buildings during an emergency. A shelter-in-place order allows for securing of a school site while still allowing the continuation of the learning process. Be prepared to go into lockdown with little notice.

- ❑ Site Administrator announces "Shelter in place" using plain language over the site PA system.
- ❑ Bring all persons inside building(s).
- ❑ Lock all doors, close all windows.
- ❑ Teachers take class roster.
- ❑ *If necessary, i.e. Hazardous Material event*, turn off any ventilation leading outdoors.
- ❑ Continue the learning process keeping all persons within the classroom/secure area.
- ❑ All persons must remain in safe areas until notified by Site Administrator or emergency responders.

COMMUNICABLE DISEASE/PANDEMIC

A variety of models for pandemic management exist. Both the Center for Disease Control and World Health Organization provide information that may be referenced in the event of a communicable disease outbreak.

The San Luis Obispo County Public Health Department maintains a Public Health Emergency Plan.

In the event of an outbreak the school district will work closely with the San Luis Obispo County Public Health Department to implement this plan.

Unified updates will be provided by both San Luis Obispo County Office of Education and the San Luis Obispo County Public Health Department.

ASSAULT/FIGHTS

- ❑ Ensure the safety of students and staff first.
- ❑ Defuse situation, if possible.
- ❑ Call 911, *if necessary*.
- ❑ Notify CPR/first aid certified persons in school building of medical emergencies.
- ❑ Notify Site Administrator. Site Administrator assembles Crisis Team Members.
- ❑ Isolate area where assault took place.
- ❑ Site Administrator notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact.
- ❑ Site Administrator notifies Superintendent and parents of students involved in assault.
- ❑ Document all activities. Ask victim(s)/witness(es) for their account of incident.
- ❑ Implement post-crisis procedures and counseling protocols.

BOMB THREAT

Upon receiving a message that a bomb has been planted in school:

- ❑ Use bomb threat checklist.
- ❑ Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- ❑ Listen closely to caller's voice and speech patterns and to noises in background.
- ❑ After hanging up phone, use reverse caller ID if available to trace call.
- ❑ Notify Site Administrator.
- ❑ Activate Incident Command System. (Site Administrator becomes Incident Commander)
- ❑ Based upon threat assessment, Incident Commander determines to either shelter in place until evacuation routes are cleared, **OR** to evacuate immediately.
- ❑ Incident Commander notifies police (call 911) and Superintendent. Incident Commander or Superintendent must report incident to police.
- ❑ Incident Commander uses school PA to inform students and staff of bomb threat and immediate actions to take (shelter **OR** evacuate) using plain language. **Do Not** use Fire Alarm to signal evacuation.

Shelter in Place procedure:

- ❑ Bring all persons into safe areas.
- ❑ Lock all doors, close all windows.

Evacuation procedure:

- ❑ Direct students to leave belongings in place and to **NOT** use cell phones.
- ❑ Students and staff evacuate to primary or secondary evacuation location at least 1000 feet from suspected area.
- ❑ Teachers take roll after being evacuated.
- ❑ Establish student-parent reunion system.
- ❑ No one may re-enter the building(s) until fire or police personnel declare them safe.
- ❑ Incident Commander notifies students and staff of termination of emergency.
- ❑ Resume normal operations.

BOMB THREAT CHECKLIST

(Keep copy near phone)

Description Detail Report

Questions to ask:

1) When is the bomb going to explode?

2) Where is it right now?

3) What does it look like?

4) What kind of bomb is it?

5) What will cause it to explode?

6) Did you place the bomb?

7) Why?

8) What is your address?

9) What is your name?

Exact wording of the threat: _____

_____

_____

_____

_____

_____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received:

Notes:

Callers Voice - Check as applicable:

- ❑ Calm
- ❑ Angry
- ❑ Excited
- ❑ Slow
- ❑ Rapid
- ❑ Soft
- ❑ Loud
- ❑ Laughter
- ❑ Crying
- ❑ Normal
- ❑ Distinct
- ❑ Slurred
- ❑ Nasal
- ❑ Stutter
- ❑ Lisp
- ❑ Raspy
- ❑ Deep
- ❑ Ragged
- ❑ Clearing Throat
- ❑ Deep Breathing
- ❑ Cracked Voice
- ❑ Disguised
- ❑ Accent
- ❑ Familiar

If voice is familiar, whom did it sound like?

Background Sounds:

- ❑ Street Noises
- ❑ Animal Noises
- ❑ Clear
- ❑ Static
- ❑ Music
- ❑ House Noises
- ❑ Motor
- ❑ Factory Machinery
- ❑ Voices
- ❑ PA System
- ❑ Local Call
- ❑ Long Distance
- ❑ Phone Booth
- ❑ Office Machinery

❑ Other _____

Threat Language:

- ❑ Well Spoken (educated)
- ❑ Incoherent
- ❑ Foul
- ❑ Irrational by threat maker
- ❑ Taped
- ❑ Message read

Remarks:

FIRE

In the event a fire or smoke from a fire has been detected:

- ❑ Activate fire alarm.
- ❑ Evacuate students and staff using normal fire drill procedures. Follow alternate route if normal route is too dangerous.
- ❑ Site Administrator notifies calls 911 and Superintendent.
- ❑ Students and staff evacuate to primary or secondary evacuation location.
- ❑ Teachers bring class roster with them during evacuation
- ❑ Activate Incident Command System
- ❑ Teachers take roll after being evacuated.
- ❑ Establish student-parent reunion system.
- ❑ No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- ❑ Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

GAS LEAK

If gas odor has been detected in the building:

- ❑ Evacuate students and staff to a safe distance outside of building, upwind of building.
- ❑ Follow normal fire drill route to primary or secondary evacuation location. Follow alternate route if normal route is too dangerous.
- ❑ Site Administrator calls 911 and Superintendent.
- ❑ Teachers take roll after being evacuated.
- ❑ No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- ❑ Site Administrator notifies students and staff of termination of emergency.
- ❑ Resume normal operations.

If gas odor has been detected outside the building:

- ❑ Site Administrator calls 911 and Superintendent
- ❑ Site Administrator determines whether to shelter in place or evacuate. Fire personnel may assist with decision.
- ❑ Use above evacuation procedure to evacuate if necessary.

HAZARDOUS MATERIALS EVENT

Incident occurred in school:

- ❑ Call 911.
- ❑ Notify Site Administrator.
- ❑ Site Administrator notifies Superintendent.
- ❑ Evacuate and isolate area of leak/spill until fire personnel contain incident.
- ❑ Ensure immediate decontamination and isolation protocols are followed.
- ❑ Site Administrator will determine shelter or evacuation actions.
- ❑ Follow appropriate procedures for sheltering or evacuation.
- ❑ Notify parents if students are evacuated. Establish student-parent reunion system.
- ❑ Resume normal operations after consulting with fire officials.

Incident occurred near school property:

- ❑ Fire or police will notify Superintendent.
- ❑ Superintendent will notify affected site(s).
- ❑ Site Administrator will determine whether to shelter **OR** evacuate.
- ❑ Follow procedures for sheltering or evacuation.
- ❑ Notify parents if students are evacuated. Establish student-parent reunion system.
- ❑ Resume normal operations after consulting with fire officials.

INTRUDER/HOSTAGE

Intruder- An unauthorized person who enters school property:

- ❑ Notify Site Administrator.
- ❑ Ask another staff person to accompany you before approaching guest/intruder.
- ❑ Politely greet guest/intruder and identify yourself.
- ❑ Ask guest/intruder the purpose of his/her visit.
- ❑ Inform guest/intruder that all visitors must register at the main office.
- ❑ If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- ❑ Activate Shelter In Place
- ❑ Notify security or police if intruder still refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)
- ❑ Warn intruder of consequences for staying on school property.
- ❑ Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.).
- ❑ *If possible,* maintain visual contact with intruder from a safe distance.
- ❑ Site Administrator notifies Superintendent.

Hostage situation:

- ❑ If hostage taker is unaware of your presence, do not intervene.
- ❑ Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team.
- ❑ Lockdown site.
- ❑ Notify Site Administrator.
- ❑ Site Administrator notifies Superintendent.
- ❑ Give control of scene to police and hostage negotiation team.
- ❑ Keep detailed notes of events.

MEDIA

- ❑ All staff must refer media to site or district spokesperson.
- ❑ The School District, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)
- ❑ Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

	Name	Telephone Numbers (home, work, mobile)
District spokesperson	Dr. James Brescia	805 782 7201
Alternate spokesperson	Dr. Sheldon Smith	805 782 7211

School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

	Name	Telephone Numbers (home, work, mobile)
School Public Information person	Thomas Alvarez	805 782 7230
Alternate Public Information person	Hugo Bastidos	805 782 7257

During an emergency, adhere to the following procedures:

- ❑ Incident Commander or designee relays all factual information to Superintendent.
- ❑ Superintendent notifies other schools in district and may ask school Public Information designee to prepare a written statement to media.
- ❑ Establish a media information center away from school.
- ❑ Update media regularly. Do not say “No comment”.
- ❑ Do not argue with media.
- ❑ Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- ❑ Create a general statement before an incident occurs. Adapt statement during crisis.
- ❑ Emphasize safety of students and staff first.
- ❑ Briefly describe school’s plan for responding to emergency.
- ❑ Issue brief statement consisting only of the facts.
- ❑ Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- ❑ Refrain from exaggerating or sensationalizing crisis.

SERIOUS INJURY/DEATH

If incident occurred in school:

- ❑ Call 9-911. (Insert the actual sequence to dial 911 from your phone system)
- ❑ Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Team Members section).
- ❑ If possible, isolate affected student/staff member.
- ❑ Notify Site Administrator.
- ❑ Site Administrator notifies Superintendent.
- ❑ Activate school crisis team. Designate staff person to accompany injured/ill person to hospital.
- ❑ Site Administrator notifies parent(s) or guardian(s) of affected student.
- ❑ Direct witness(es) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.
- ❑ Determine method of notifying students, staff and parents.
- ❑ Refer media to SLOCOE Spokesperson

If incident occurred outside of school:

- ❑ Activate school crisis team.
- ❑ Notify staff before normal operating hours.
- ❑ Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- ❑ Refer media to SLOCOE Spokesperson

Post-crisis intervention:

- ❑ Meet with school counseling staff and mental health workers to determine level of intervention for staff and students.
- ❑ Designate rooms as private counseling areas.
- ❑ Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
- ❑ Debrief all students and staff.
- ❑ Assess stress level of all students and staff.
- ❑ Recommend counseling to overly stressed students and staff.
- ❑ Follow-up with students and staff who received counseling.
- ❑ Designate staff person(s) to attend funeral.
- ❑ Allow for changes in normal routines or test schedules to address injury or death.

STAFF RESPONSIBILITIES

Incident Commander or designee:

- ❑ Verify information.
- ❑ Identify Command Post.
- ❑ Call 9-911 (if necessary). (Insert the actual sequence to dial 911 from your phone system)
- ❑ Seal off high-risk area.
- ❑ Convene crisis team and implement crisis response procedures.
- ❑ Notify Superintendent.
- ❑ Notify students and staff (depending on emergency; students may be notified by teachers).
- ❑ Evacuate students and staff if necessary.
- ❑ Refer media to district spokesperson (or designee).
- ❑ Notify community agencies (if necessary).
- ❑ Implement post-crisis procedures.
- ❑ Keep detailed notes of crisis event.

Teachers:

- ❑ Verify information.
- ❑ Lock classroom doors, unless evacuation orders are issued.
- ❑ Warn students, if advised.
- ❑ Account for all students.
- ❑ Stay with students during an evacuation. Take class roster.
- ❑ Refer media to district spokesperson (or designee).
- ❑ Keep detailed notes of crisis event.

STUDENT UNREST

- ❑ Ensure the safety of students and staff first.
- ❑ Contain unrest and isolate area of disturbance. If possible, move students involved in disturbance to an isolated area.
- ❑ Site Administrator notifies Superintendent.
- ❑ *If necessary*, notify police by calling 911.
- ❑ Make announcement to staff. Site Administrator ***may*** issue a shelter in place order (see Shelter In Place Procedures section).
- ❑ Meet with student representatives to address issues.
- ❑ Document incidents.

Teacher actions:

- ❑ Keep students calm.
- ❑ Lock classroom doors.
- ❑ Do not allow students to leave the classroom until you receive an all-clear signal from Site Administrator.

  Make a list of students that are absent from classroom. Document all incidents.

SUICIDE

Suicide Attempt in School:

- ❑ Verify information.
- ❑ Call 9-911. (Insert the actual sequence to dial 911 from your phone system)
- ❑ Notify school psychologist/counselor, Site Administrator and County Superintendent Child Mental Health Services (students under 18)
- ❑ Site Administrator notifies Superintendent and parent(s) or guardian(s) if suicidal person is student. Site Administrator may schedule meeting with parents and school psychologist/counselor to determine course of action.
- ❑ Calm suicidal person.
- ❑ Try to isolate suicidal person from other students.
- ❑ Stay with person until counselor/suicide intervention arrives. Do not leave suicidal person alone.
- ❑ Determine method of notifying staff, students and parents.
- ❑ Hold daily staff debriefings before and after normal operating hours as needed.
- ❑ Activate school crisis team to implement post-crisis intervention. Determine level of intervention.

Suicidal Death/Serious Injury:

- ❑ Verify information.
- ❑ Activate school crisis team.
- ❑ Site Administrator notifies Superintendent.
- ❑ Notify staff in advance of next school day following suicide or attempted suicide.
- ❑ Determine method of notifying students and parents. Do not mention “suicide” or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
- ❑ Implement post-crisis intervention.

Post-crisis Intervention:

- ❑ Meet with school counseling staff and Mental Health or other mental health workers to determine level of intervention for staff and students.
- ❑ Designate rooms as private counseling areas.
- ❑ Escort siblings, close friends, and other “highly stressed” students to counselors.
- ❑ Assess stress level of staff. Recommend counseling to overly stressed staff.
- ❑ Refer media to SLOCOE Spokesperson. Do not allow media question students or staff.
- ❑ Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

WEAPONS ON CAMPUS

- ❑ Call police if a firearm is suspected to be in school.
- ❑ Ask another administrator or SRO to join you in questioning suspected student or staff member.
- ❑ Conduct search with police or SRO. Inform suspect of his/her rights and why you are conducting search.
- ❑ Accompany suspect to private office to wait for police.
- ❑ Keep detailed notes of all events and why search was conducted.
- ❑ Notify parent(s) or guardian(s) if suspect is a student
- ❑ If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up and order site into lockdown.
- ❑ Remain calm.

ANNEXES

Annex A: Notice of First Aid Care

DATE: _____

SCHOOL: _____

Dear Parent:

_____ was injured at school and has been given first aid. If you feel further care is necessary, please consult your family physician.

Destination: (If not presently on site) _____

Transporting Agency: (if not presently on site) _____

Time: _____

Remarks:

Please sign and return one copy to school. Retain a copy for your records.

_____	_____
PARENT'S SIGNATURE	SCHOOL REPRESENTATIVE'S SIGNATURE

Note: 1 copy goes home with student
1 copy stays with teacher or medical treatment team records

Annex B: Plan Compliance Checklist

Use this checklist to determine if your emergency response plan complies with all requirements. The elements of the minimum requirements are listed below. Your plan must contain each listed element to be in compliance. This checklist can assist you in conducting your annual review. Compliance with the National Incident Management System (NIMS) has been added to the requirements.

Y	N	UNK	NIMS COMPLIANCE
☐	☐	☐	The school site and district have adopted the Incident Command System (ICS) as the management system to be used to manage emergencies
☐	☐	☐	All personnel assigned responsibilities within the ICS structure have completed the FEMA Independent study courses, IS 100, IS 200 and IS 700
Y	**N**	**UNK**	**INTRODUCTION:**
☐	☐	☐	Table of contents
☐	☐	☐	Approval statement and dated signatures of principal, appropriate district official and emergency response organizations
Y	**N**	**UNK**	**PURPOSE:**
☐	☐	☐	State the purpose of the emergency response plan
Y	**N**	**UNK**	**SITUATION:**
☐	☐	☐	State the size and location of your facility in acres and the number, general size, and use of each of the buildings
☐	☐	☐	State the number of students and employees normally on hand, and any scheduled daily differences in population
☐	☐	☐	Complete a hazard analysis of the school grounds, buildings and surrounding community to identify any natural or human related hazards
Y	**N**	**UNK**	**DIRECTION AND CONTROL:**
☐	☐	☐	Create an Incident Command System (ICS) for your site which will include a chain of command and alternates to implement and carry out the plan. At a minimum include the following: 1. Incident Commander, 2. Public Information Officer, 3. Safety Officer, 4. Liaison Officer and 5. Operations Section
☐	☐	☐	Designate primary and alternate on-site and off-site Command Post locations

☐	☐	☐	Identify persons, by title and agency, who will be notified during an emergency
☐	☐	☐	Describe the warning signals or commands that alert staff and students to emergency responses; Evacuation Reverse evacuation Lockdown/Shelter in place No Code Words
☐	☐	☐	Designate primary and alternate evacuation routes and assembly areas
☐	☐	☐	Designate primary and alternate on and off-site relocation sites and other necessary sites (and how students/staff would be moved or transported)
☐	☐	☐	Describe how disabled and/or non-English-speaking children will be provided for
☐	☐	☐	Provide a resource inventory of emergency items available - communication equipment, first aid, medical, fire fighting equipment, lighting, etc.
☐	☐	☐	Post a Classroom Emergency Response Guide in each room or assembly area for student and staff
☐	☐	☐	Each school should have a battery powered radio in case of power failure
☐	☐	☐	Develop procedures for off campus emergencies (field trip, bus, etc…)
☐	☐	☐	Develop student/parent reunification procedures
Y	**N**	**UNK**	**PLAN DEVELOPMENT AND MAINTENANCE:**
☐	☐	☐	Provide an annual review of plan, attachments, responses, and needs. Update whenever necessary
☐	☐	☐	Invite community, outside agencies (fire, law enforcement, emergency management and county health department are required) to assist in plan development, training, exercises, and revision
☐	☐	☐	Conduct annual training of all staff regarding warning/response signals, evacuation routes, assembly areas, emergency procedures, and chain of command (ICS)
☐	☐	☐	Annually review your Incident Command System with staff and train those who have assigned responsibilities
☐	☐	☐	Twice annually practice each of the listed emergency response drills with students and staff 1. Reverse evacuation 2. Lockdown or Shelter in place 3. Evacuation (one fire drill per year can count towards this requirement)

☐	☐	☐	One school district employee will participate in multi-hazard crisis training annually
☐	☐	☐	Overview of plan explained and distributed to parents
☐	☐	☐	Schools will send a copy of their plan to be on file in the district office
Y	**N**	**UNK**	**APPENDICES AND ATTACHMENTS:**
☐	☐	☐	ICS structure and responsibilities
☐	☐	☐	Student roster with parent phone numbers
☐	☐	☐	Master schedule
☐	☐	☐	Faculty/staff roster with emergency phone numbers
☐	☐	☐	Community emergency numbers, e.g. General emergency number - 911 Ambulance Poison Control Center Local hospital Police Dept/Sheriff/State Police Fire Dept
☐	☐	☐	Map of evacuation route(s) and assembly areas, student release gate, command post(s)
☐	☐	☐	Site plan or blueprint of the facility and floor plan(s) of the building(s) showing location of water and gas shut off points, heat plants, boilers, generators, flammable liquid storage, other hazard materials storage, fire fighting equipment placement, first aid facilities, exits, etc.
☐	☐	☐	Lists with the name, title, address, telephone number, and organizational responsibilities for emergency operations
☐	☐	☐	Sample statements/letters for use in notifying faculty, students, parents, and media about emergency
☐	☐	☐	Student accountability/release forms

Area	Comments

Site name/
District/County:

Site Review		County Public Health Review	
Date:	Name/Title/Signature:	Date:	Name/Title/Signature:
District Review		Law Enforcement Review	
Date:	Name/Title/Signature:	Date:	Name/Title/Signature:
County Emergency Management Review		District Governing Board	
Date:	Name/Title/Signature:	Date:	Name/Title/Signature:
State Review			
Date:	Name/Title/Signature:	Date:	Name/Title/Signature:

Annex C: Pandemics

SITUATION

A pandemic is a global disease outbreak that occurs when a new virus emerges for which there is little or no immunity in the human population. During the 20th century, there were three influenza pandemics:
The 1918 pandemic caused at least 500,000 deaths in the U.S. and up to 40 million deaths worldwide.
The 1957 pandemic caused at least 70,000 deaths in the U.S. and 1 to 2 million deaths worldwide.
The 1968 pandemic caused about 34,000 deaths in the U.S. and 700,000 deaths worldwide.
When a pandemic influenza virus emerges, its global spread is considered inevitable. Its spread can be delayed through measures such as border closures and travel restrictions, but it cannot be stopped. Because the strain of the virus emerges so rapidly, it is highly unlikely that a vaccine will be available for a pandemic flu outbreak.

Any Town School District will be severely affected by a pandemic. It is estimated that 20% to 30% of the staff and students is likely to be directly affected by the disease, and additional staff are likely to need to stay home to care for sick family members. At the height of the pandemic, up to 40% of the workforce may be unavailable. In addition, the delivery of such basic commodities as fuel, groceries, etc. is likely to be severely disrupted.

The World Health Organization has developed a Global Influenza Preparedness Plan that breaks the pandemic threat down into several phases:

- Inter-pandemic period (phases 1 and 2). No new influenza strains have been detected in humans, but virus strains in animals pose a risk to humans that may be low (phase 1) or substantial (phase 2).
- Pandemic alert period (phases 3, 4, and 5). New influenza strains have caused humans infections. Human-to-human spread is non-existent or limited to rare instances of close contact (phase 3), highly localized in small clusters (phase 4), or localized in larger clusters (phase 5).
- At phase 5, the virus is becoming increasingly adapted to humans, and there is a substantial pandemic risk.
- Pandemic period (phase 6). Increased and sustained human-to-human transmission in the general population.
- Post-pandemic period. Return to the inter-pandemic period (phase 1).

Several governmental organizations conduct pandemic surveillance on a routine basis and provide information about how to recognize, prepare for, and deal with a pandemic.

- Federal level - Centers for Disease Control and Prevention (CDC) and its parent organization, the Department of Health and Human Services (DHHS).
- State level – California Department of Public Health (CDPH).
- County level – County of San Luis Obispo Environmental Health Services

In the United States, the pandemic phases are based on the global phases. The Secretary of the U.S. Department of Health and Human Services will determine that the nation is in the pandemic period (phase 6) when sustained human-to-human transmission is observed anywhere in the world.

MISSION

To establish a program that will educate the district workforce and the student population and their families about how to cope with a pandemic and enable district operations to continue to provide essential services to our students, staff and community.

EXECUTION

Concept of Operations

When a phase 3 pandemic alert has been declared by the World Health Organization, the Public Information Office will issue news releases to inform both the district work force students and their families about how to deal with its effects. These efforts will be intensified and more specifically targeted when a pandemic appears likely to develop (phase 5 or 6 as defined above). These news releases will be coordinated with local emergency management and the public health department releases.

All district departments will implement actions to deal with the pandemic and its effects. These actions will focus on two primary areas:

- Protecting the health of employees, students and their families.
- Ensuring their ability to provide essential services when faced with a severely reduced workforce and the disruption of services and supplies essential to their operations.
- There are four essential steps that employees, students and their families can take to reduce the spread of the disease:
- Cover your mouth and nose with a tissue or handkerchief when coughing or sneezing.
- Wash your hands frequently with warm water. Use alcohol-based hand sanitizers when soap and warm water are unavailable
- Stay home when you are sick.
- Increase your social distance (avoid crowds and mass gatherings).

Tasks.

Governing Board – At phase 5 of the pandemic alert period, make policy decisions regarding the following areas:

Increased used of telecommuting and/or paid administrative leave by district departments.

- Liberalized use of Family and Medical Leave Act (FMLA) time by district employees to encourage them to stay away from the workplace when feeling sick.
- All district departments
- Determine which functions of the department are critical, and conduct adequate cross-training of employees in these functions to ensure that critical tasks can be accomplished when a large percentage of the workforce is unavailable.
- Identify supplies and services essential to continued operations and, when necessary, identify backup means of ensuring them.
- Encourage district employees and their families to develop a family emergency plan and emergency kit capable of sustaining them for a minimum of 72 hours without outside assistance. www.ready.gov is a good source of information for the plan and kit.
- Consider the procurement of supplies to prevent the spread of disease in the workplace – surgical masks, hand sanitizer bottles, etc.

At phase 5 of the pandemic alert period:

- Mandate or encourage increased use of telecommuting (pending district governing board direction).
- Encourage employees to stay home when they feel sick. Send employees home if they appear to be sick.
- Consider implementing policies that limit face-to-face contact among students and staff as well as between staff and the public.
- During the pandemic period (phase 6):
- Curtail less essential services as required when the district workforce and students are reduced by the effects of the pandemic.
- Implement backup means of maintaining the educational process and ensuring essential supplies and services.

- In coordination with the county health department, determine if schools should be closed.

Public Information Office

At phase 3 of the pandemic alert period, Initiate an education campaign for the districts staff, students and families, emphasizing (1) steps they can take to prevent the spread of disease, and (2) the need to develop family disaster plans and kits that will enable them to sustain themselves if essential public services (food, water, sanitation, etc.) are lost for several days at a time. The education campaign will be coordinated with the education campaigns of cities and towns within the district boundaries and will emphasize reaching out to the Spanish-speaking component of the community.

At phase 5 of the pandemic alert period and during the pandemic period (phase 6):

- Intensify the education campaign for the public, emphasizing the same items as during phase 3. In addition, alert the public to potential changes in services provided by the district as a result of personnel shortages caused by the pandemic.
- Assist the governing board and superintendents' office in the dissemination of policy guidance regarding special steps to be taken by district personnel in response to the pandemic.
- Support.

The U.S. Department of Health and Human Services has a pandemic influenza plan and planning guidelines for state and local governments, individuals, businesses, and schools. This information can be accessed at www.PandemicFlu.gov.

Annex D: Public Information Release

Check ❑ as appropriate: ❑District/District-wide ❑School
Date: Time:
NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

has just experienced a(n)

- ❑ The (students/employees) [(are being) or (have been)] accounted for.
- ❑ No further information is available at this time.
- ❑ Emergency medical services [(are here) or (are on the way) or (are not available to us)].
- ❑ Police [(are here) or (are on the way) or (are not available to us)].
- ❑ Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].
- ❑ [(are here) or (are on the way) or (are not available to us)].
- ❑ Communication center(s) for parents (is/are) being set up at

to answer questions about individual students.

- ❑ Communication center(s) for families (is/are) being set up at to answer questions about individual employees.
- ❑ Injuries have been reported at and are being treated at the site by (staff/professional medical responders).
- ❑ (#) reported injured.
- ❑ Students have been taken to a safe area, , and are with [(classroom teachers/staff) or ( )].
  - ❑ (#) Students have been taken to the local emergency room for treatment of serious injury.
- ❑ Parents of injured students should go to the emergency room at
- ❑ (#) Confirmed deaths have been reported at

Names cannot be released until families have been notified.

- ❑ Structural damage has been reported at the following sites: .

Release restrictions ❑No ❑Yes

If yes, what?

Released to the public as Public Information Release #

Date/Time:

Annex D(a): Sample School-Parent Letter

[Date]

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations. In fact, public schools in [State] are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed disaster plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

Do not telephone the school. Telephone lines may be needed for emergency communication.
In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on a School District green emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
He/she is 18 years of age or older.
He/she is usually home during the day.
He/she could walk to school, if necessary.
He/she is known to your child.
He/she is both aware and able to assume this responsibility.
Turn your radio to [radio stations] for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School District cable on Channel ____. In addition, information regarding day-to-day school operations will be available by calling the District Office.
Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in

the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Principal
School

Annex E: Search & Rescue (Sweep) Teams List

SEARCH AND RESCUE (S & R) TEAM LEADER

Note: Number of teams will vary depending on size of campus.

		NAMES	Radio	Keys	Hard Hat	Goggles	Bucket	Vest	Clipboard	Backpack
S & R TEAM #1 NOTES:	1									
	2									
S & R TEAM #2 NOTES:	1									
	2									
S & R TEAM #3 NOTES:	1									
	2									
S & R TEAM #4 NOTES:	1									
	2									
S & R TEAM #5 NOTES:	1									
	2									

- ❑ Assign teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
- ❑ Perform visual check of outfitted team leaving Command Post (CP); include radio check. Advise teams of known injuries.
- ❑ Remain at Command Post table.
- ❑ Be attentive to all S&R related communications.
- ❑ Utilize boxes above to record location of injured students. Example: report of 2 injured students in Room 20 would be recorded as “S/2 = RM 20” in box under team #3.
- ❑ Utilize manpower pool to aid S&R (i.e., request for backboard and carryout or request for rescue equipment).

Annex F: Site Status Report

Date _____ Incident _____

Time	*Attendance*	*Accounted for*	*Uninjured*	*Minor Inj.*	*Major Inj.*	*Fatalities*	*Status *color*

Status - **Green** - Immediate assistance not required; Command structure established, teams formed and operating, situation under control.

Yellow - Can use assistance; Command structure partially established, some teams formed, situation difficult but manageable.

Red - Need Immediate Assistance; Command structure failing, teams having difficulty, situation deteriorating.

Reporting Example:

After being queried via radio by District or emergency command, report:

Situation: 400 children/staff present that day, 398 accounted for, 390 no injuries, 7 minor injuries, 1 major injury, 0 fatalities, situation is under control.

If information is not ready when queried, report "**PASS**".

Annex G: Staff Skills Survey & Inventory

Name & School _____/_____ Room _____
Name School

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident. These will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING. CIRCLE YES OR NO, WHERE APPROPRIATE.

_____ First Aid (current card yes/no) _____ CPR (current yes/no) _____ Triage _____ Firefighting

_____ Construction (electrical, plumbing, carpentry, etc.) _____Running/Jogging

_____ Emergency Planning _____ Emergency Management _____ Search & Rescue

_____ Law Enforcement Bi/Multi-lingual (what language (s)) _____

_____ Mechanical Ability _____ Structural Engineering _____ Bus/Truck Driver (Class 1 or 2 license yes/no)

_____ Shelter Management _____ Survival Training & Techniques _____ Food Preparation

_____ Ham Radio Operator _____ CB Radio _____Journalism

_____ Camping _____ Waste Disposal _____ Recreational Leader

DO YOU KEEP A PERSONAL EMERGENCY KIT? ❑ in your car? ❑ in your room?

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY? (i.e., athletic bibs, traffic cones, carpet squares) ❑ Yes ❑ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN EMERGENCY? ❑ YES ❑ NO
PLEASE LIST EQUIPMENT AND MATERIALS.

_____

COMMENTS
_____

_____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

Annex H: Student Accounting Form

Room No: _____ Date: _____

Enrolled per register: _____ Reported by: _____

Not in school today: _____ Received by: _____

Present now: _____

Students or classroom volunteers elsewhere (off campus, left in room, other location, etc.)

Name Location Problem

_____

_____

_____

_____

_____

_____

_____

Students on playground needing more first aid than you can handle:

Name Location Problem

_____

_____

_____

_____

_____

_____

_____

Additional comments: (report fire, gas/water leaks, blocked exits, structural damage, etc.)

Annex J: Student Release Form

(To be taken by Runner)

(Please Print) Student's Name -

Teacher - Grade-

Requested By -

****

Name of Person to whom student is to be released:

_____

(To be completed by Request Gate staff)

Proof of I.D. (yes) (no) Name on Emergency Card (yes) (no)

****

Student's Status
(To be filled in by teacher)

❑ Sent with Runner ❑ Absent ❑ First Aid ❑ Missing

****

Name of person taking custody of student (Requestor):
(Please Print)

_____

To be completed by Requester at Release Gate

Requester Signature:

Destination:

Date:

Time:

****

Notes:

Annex J(a) Site Status Update Reports During Reunification

Update Report #1

Name Time
children remaining at school
staff members remaining to care for children
_____ Assistance required: _____ water _____ food _____ blankets _____ # people to help

Update Report #2

Name Time
children remaining at school
staff members remaining to care for children
_____ Assistance required: _____ water _____ food _____ blankets _____ # people to help

Update Report #3

Name Time
children remaining at school
staff members remaining to care for children
_____ Assistance required: _____ water _____ food _____ blankets _____ # people to help

Update Report #4

Name Time
children remaining at school
staff members remaining to care for children
_____ Assistance required: _____ water _____ food _____ blankets _____ # people to help

Annex K: Incident Response Job Descriptions

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Command Section: Incident Commander

Responsibilities:

The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.

Ensure the safety of students, staff, and others on campus. ***Lead by example: your behavior sets tone for staff and students.***

Start-up Actions

- ❑ Obtain your personal safety equipment (i.e., hard hat, vest, etc.).
- ❑ Assess the type and scope of emergency.
- ❑ Determine the threat to human life and structures.
- ❑ Implement the emergency plan and hazard-specific procedures.
- ❑ Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives.
- ❑ Activate functions and assign positions as needed.
- ❑ Fill in the Incident Assignments form.
- ❑ Appoint a backup or alternate Incident Commander (as described in the emergency plan).

Ongoing Operational Duties

Continue to monitor and assess the total school situation:

- ❑ View the site map periodically for search and rescue progress and damage assessment information.
- ❑ Check with chiefs for periodic updates.
- ❑ Reassign personnel as needed.
- ❑ Report (through Communications) to the school district on the status of students, staff, and facility, as needed (Site Status Report).
- ❑ Develop and communicate revised incident action plans as needed.
- ❑ Begin student release when appropriate.

NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the superintendent, except at the request of parent/guardian.

- ❑ Authorize the release of information.
- ❑ Utilize your backup; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.
- ❑ Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- ❑ Release teachers as appropriate and per district guidelines. (By law, during a disaster, all staff members become disaster service workers.)
- ❑ Remain on and in charge of your campus until redirected or released by the superintendent.

Command Section: Incident Commander (Continued)

Closing Down:

- ❑ Authorize deactivation of sections, branches, or units when they are no longer required.
- ❑ At the direction of the Superintendent, deactivate the entire emergency response. If the fire department or other outside agency calls an "all clear," contact the district before taking any further action.
- ❑ Ensure that any open actions not yet completed will be taken care of after deactivation.
- ❑ Ensure the return of all equipment and reusable supplies to Logistics.
- ❑ Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- ❑ Announce the termination of the emergency and proceed with recovery operations if necessary.

Command Post Equipment/ Supplies

- ❑ Campus map
- ❑ Master keys
- ❑ Staff and student rosters
- ❑ Disaster response forms
- ❑ Emergency plan
- ❑ Duplicate rosters (two sets)
- ❑ Tables and chairs (if Command Post is outdoors)
- ❑ Vests (if available)
- ❑ Job description clipboards
- ❑ Command Post tray (pens, etc.)
- ❑ School district radio
- ❑ Campus two-way radios
- ❑ AM/FM radio (battery)
- ❑ Bullhorn

Command Section: Safety Officer

Responsibilities:	The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances.
Start-Up Actions:	❑ Check in with the Incident Commander for a situation briefing. ❑ Obtain necessary equipment and supplies from Logistics. ❑ Put on a position identifier, such as a vest, if available. ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document: ❑ Messages received. ❑ Action taken. ❑ Decision justification and documentation. ❑ Requests filled.
Operational Duties:	❑ Monitor drills, exercises, and emergency response activities for safety. ❑ Identify and mitigate safety hazards and situations. ❑ Stop or modify all unsafe operations. ❑ Ensure that responders use appropriate safety equipment. ❑ Think ahead and anticipate situations and problems before they occur. ❑ Anticipate situation changes, such as cascading events, in all planning. ❑ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.
Closing Down:	❑ When authorized by the Incident Commander, deactivate the unit and close out all logs. ❑ Provide logs and other relevant documents to the Documentation Unit. ❑ Return equipment and reusable supplies to Logistics.
Equipment/ Supplies	❑ Vest or position identifier, if available ❑ Hard hat, if available ❑ Clipboard, paper, pens ❑ Two-way radio, if available

Command Section: Public Information Officer (PIO)

Personnel:

Available staff with assistance from available volunteers

Policy:

- ❑ The public has the right and need to know important information related to an emergency/disaster at the school site as soon as it is available.
- ❑ The PIO acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should be used only if the media is on campus and the district PIO is not available.
- ❑ News media can play a key role in assisting the school in getting emergency/ disaster-related information to the public (parents).
- ❑ Information released must be consistent, accurate, and timely.

Start-Up Actions:

- ❑ Determine a possible "news center" site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- ❑ Identify yourself as the PIO (by vest, visor, sign, etc.)
- ❑ Consult with the district PIO to coordinate information release.
- ❑ Assess the situation and obtain a statement from the Incident Commander. Tape record it if possible.
- ❑ Advise arriving media that the site is preparing a press release and the approximate time of its issue.
- ❑ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

Operational Duties:

- ❑ Keep up to date on the situation.
- ❑ Statements must be approved by the Incident Commander and should reflect:
- ❑ Reassurance (EGBOK— "Everything's going to be OK.")
- ❑ Incident or disaster cause and time of origin.
- ❑ Size and scope of the incident.
- ❑ Current situation—condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
- ❑ Resources in use.
- ❑ Best routes to the school, if known and if appropriate.
- ❑ Any information the school wishes to be released to the public.

Section: Command Public Information Officer (PIO) (Continued)

- ❑ Read statements if possible.
- ❑ When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid using the phrase "no comment."
- ❑ Remind school staff and volunteers to refer all questions from the media or waiting parents to the PIO.
- ❑ Update information periodically with the Incident Commander.
- ❑ Ensure that announcements and other information are translated into other languages as needed.
- ❑ Monitor news broadcasts about the incident. Correct any misinformation heard.

Closing Down:

- ❑ At the Incident Commander's direction, release PIO staff when they are no longer needed. Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/ Supplies

Public information kit consists of:

- ❑ ID vest
- ❑ Battery-operated AM/FM radio
- ❑ Paper/pencils/marking pens
- ❑ Scotch tape/masking tape
- ❑ Scissors
- ❑ School site map(s) and area maps
  - 8-l/2 x 11 handouts
  - Laminated poster board size for display
- ❑ Forms:
  Disaster Public Information Release Work Sheet
  Sample Public Information Release
  School Profile or School Accountability Report Card (SARC)

Command Section: Communication/Liaison Officer

Responsibilities:	The Communication/Liaison Officer serves as the point of contact and assists in coordinating the efforts of the Incident Commander by ensuring the proper flow of internal communications and information for SLOCOE Emergency Response Plan.
Start-Up Actions:	❑ Check in with the Incident Commander for a situation briefing. ❑ Responsibilities include the testing of hand held SLOCOE radio. ❑ Determine your personal operating location and set it up as necessary. ❑ Obtain the necessary equipment and supplies from Logistics. ❑ Put on a position identifier, such as a vest, if available. ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
Operational Duties:	❑ Brief agency representatives on the current situation, priorities, and incident action plan. ❑ Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans. ❑ Provide periodic update briefings to agency representatives as necessary.
Closing Down:	❑ At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping. ❑ Return equipment and reusable supplies to Logistics. ❑ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment/ Supplies	❑ Vest or position identifier, if available ❑ Two-way radio and a cell phone for emergency communication ❑ Clipboard, paper, pens

Operations Section: Operations Section Chief

Responsibilities:

The Operations Chief manages the direct response to the disaster, which can include:

- ❑ Site Facility Check/Security
- ❑ Search and Rescue (Sweep Teams)
- ❑ Medical (Triage)
- ❑ Student Care
- ❑ Student Release

Start-Up Actions:

- ❑ Check in with the Incident Commander for a situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on a position identifier, such as a vest, if available.

Operational Duties:

- ❑ Assume the duties of all operations positions until staff are available and assigned.
- ❑ As staff members are assigned, brief them on the situation, and supervise their activities, using the position checklists.
- ❑ If additional supplies or staff are needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed.
- ❑ Coordinate search and rescue operations if it is safe to do so. Appoint an S&R Team Leader to direct operations, if necessary.
- ❑ As information is received from operations staff, pass it on to situation analysis and/or the Incident Commander.
- ❑ Inform the Planning Section Chief of operations tasks and priorities.
- ❑ Make sure that operations staff are following standard procedures, using appropriate safety gear, and documenting their activities.
- ❑ Schedule breaks and reassign staff within the section as needed.

Operations Section: Operations Section Chief (Continued)

Closing Down:	❑ At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping. ❑ Return equipment and reusable supplies to Logistics. ❑ When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment/ Supplies	❑ Vest or position identifier, if available ❑ Sweep Team equipment ❑ Two-way radio ❑ Job description clipboard, paper, pens ❑ Maps: ❑ Search and rescue maps ❑ Large campus map

Operations Section: Search and Rescue (Sweep Team) Leader

Safety Rules:

- ❑ Use the buddy system: Assign a minimum of 2 persons to each team.
- ❑ Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.

Start-Up Actions:

- ❑ Obtain all necessary equipment. (See list below.)
- ❑ Obtain a briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.
- ❑ Assign teams based on available manpower, minimum 2 persons per team.

Operational Duties:

- ❑ Perform a visual and radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment.
- ❑ Record names and assignments before deploying teams.
- ❑ Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.
- ❑ Remain at the Command Post in radio contact with sweep teams.
- ❑ Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When a room is reported clear, mark a "C" on the map.
- ❑ If injured students are located, consult the Operations Section Chief for response. Utilize Transport teams, or send a First Aid Team.
- ❑ Record the exact location of damage and a triage tally (I=immediate, D=delayed, DEAD=dead) on the map.
- ❑ Keep radio communication brief and simple.
- ❑ Remember: if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Closing Down:

- ❑ Record the return of each S&R team. Direct them to return equipment and report to Logistics for additional assignment.
- ❑ Provide maps and logs to the Documentation Unit.

Equipment/ Supplies

- ❑ Vest, hard hat, work and latex gloves, and whistle with master keys on lanyard. One team member should wear a first aid backpack.
- ❑ Campus two-way radio and clipboard with job description and map indicating the search plan.
- ❑ Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

Operations Section: Search and Rescue (Sweep Team) Members

Safety:	❑ Use the buddy system: Ensure that each team has been assigned a minimum of 2 persons. ❑ Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. ❑ Follow all operational and safety procedures.
Start-Up Actions:	❑ Obtain all necessary equipment from the container. (See list below.) You must wear sturdy shoes and long sleeves. Put batteries in the flashlight. ❑ Check in at the Command Post for assignment.
Operational Duties:	❑ Report gas leaks, fires, or structural damage to the Command Post immediately upon discovery. Shut off gas or extinguish fires if possible. ❑ Before entering a building, inspect the complete exterior of the building. Report structural damage to the team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. If you are in doubt about your safety, DO NOT ENTER! ❑ If the building is safe to enter, search the assigned area (following the map) using an orderly pattern. Check all rooms. Use chalk or grease pencil to mark a slash on the door when entering a room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, complete the slash to form an "X" on the door. Report by radio to the Command Post that room has been cleared (e.g. "Room A-123 is clear."). ❑ Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions. ❑ When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of students or staff. ❑ Follow directions from the Command Post. ❑ Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information to the Command Post. ❑ Keep radio communication brief and simple.
Closing Down:	❑ Return equipment to Logistics. Provide maps and logs to the Documentation Unit.
Equipment/ Supplies	❑ Vest, hard hat, work and latex gloves, and whistle with master keys on a neck lanyard. One member of the team should wear a first aid backpack. ❑ Campus two-way radio and clipboard with job description and map indicating the search plan. ❑ Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

Operations Section: Medical Team Leader

Responsibilities:

The Medical Team Leader is responsible for providing emergency medical response, first aid, and counseling. He or she informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide and ensures that appropriate actions are taken in the event of deaths.

Start-Up Actions:

- ❑ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- ❑ Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment, and two to psychological treatment.
- ❑ Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from students and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area.
- ❑ Assess available inventory of supplies and equipment.
- ❑ Review safety procedures and assignments with personnel.
- ❑ Establish a point of entry (“triage area”) into the treatment area.
- ❑ Establish “immediate” and “delayed” treatment areas.
- ❑ Set up a separate psychological first aid area if staff levels are sufficient.

Operational Duties:

- ❑ Oversee the assessment, care, and treatment of patients.
- ❑ Ensure caregiver and rescuer safety: Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient.
- ❑ Make sure that accurate records are kept.
- ❑ Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics.
- ❑ If needed, request additional personnel from Logistics.
- ❑ Brief newly assigned personnel.
- ❑ Report deaths immediately to the Operations Section Chief.
- ❑ Keep the Operations Section Chief informed of the overall status.
- ❑ Set up a morgue, if necessary, in a cool, isolated, secure area; follow the guidelines established in the plan.
- ❑ Stay alert for communicable diseases and isolate appropriately.
- ❑ Consult with the Student Care Director regarding health care, medications, and meals for students with known medical conditions (e.g., diabetes, asthma, etc.).

Operations Section: Medical Team Leader (Continued)

Closing Down:

- ❑ At the Incident Commander's direction, release medical staff whom are no longer needed. Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by the Incident Commander, deactivate the section and close out all logs.
- ❑ Provide the logs and other relevant documents to the Documentation Unit.

Equipment/ Supplies

First aid supplies. (See the list on the following page.)

- ❑ Job description clipboards
- ❑ Stretchers
- ❑ Vests, if available
- ❑ Tables and chairs
- ❑ Staff and student medication from the Health Office
- ❑ Forms:
- ❑ Notice of First Aid Care
- ❑ Medical Treatment Victim Log
- ❑ Masking tape
- ❑ Marking pens
- ❑ Blankets
- ❑ Quick reference medical guides
- ❑ Ground cover/tarps

Recommended First Aid Supplies:

- ❑ 4 x 4" compress: 1000 per 500 students
- ❑ 8 x 10" compress: 150 per 500 students
- ❑ Kerlix bandaging: 1 per student
- ❑ Ace wrap: 2-inch: 12 per campus
- ❑ 4-inch: 12 per campus
- ❑ Triangular bandage: 24 per campus
- ❑ Cardboard splints: 24 each of sm, med, lg.
- ❑ Steri-strips or butterfly bandages: 50/campus
- ❑ Aqua-Blox (water) cases (for flushing wounds, etc.): 0.016 x students + staff = # cases
- ❑ Neosporin: 144 squeeze packs/campus
- ❑ Hydrogen peroxide: 10 pints/campus
- ❑ Bleach: 1 small bottle

Operations Section: Medical Team Leader (Continued)

- ❑ Plastic basket or wire basket stretchers or backboards: 1.5 per 100 students
- ❑ Scissors, paramedic: 4 per campus
- ❑ Tweezers: 3 assorted per campus
- ❑ Triage tags: 50 per 500 students
- ❑ Latex gloves: 100 per 500 students
- ❑ Oval eye patch: 50 per campus
- ❑ Tapes: 1" cloth: 50 rolls/campus
- ❑ 2" cloth: 24 per campus
- ❑ Dust masks: 25 per 100 students
- ❑ Disposable blanket: 10 per 100 students
- ❑ First Aid Books: 2 standard and 2 advanced per campus
- ❑ Space blankets: 1 per student and staff
- ❑ Heavy duty rubber gloves: 4 pair

Operations Section: Medical Team Members

Personnel: First-aid trained staff and volunteers

Responsibilities: Use approved safety equipment and techniques.

Start-Up Actions:

- ❑ Obtain and wear personal safety equipment including latex gloves.
- ❑ Check with the Triage Team Leader for assignment.

Operational Duties:

- ❑ Administer appropriate first aid.
- ❑ Keep accurate records of care given.
- ❑ Continue to assess victims at regular intervals.
- ❑ Report deaths immediately to the Medical Team Leader.
- ❑ If and when transportation is available, do a final assessment and document on the triage tag. Keep and file records for reference—do not send any records with the victim.
- ❑ A student's emergency card must accompany each student removed from campus to receive advanced medical attention. Send an emergency out-of-area phone number, if available.

Triage Entry Area:
The triage area should be staffed with a minimum of two trained team members, if possible.

- ❑ One member confirms the triage tag category (red, yellow, green) and directs to the proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess if not tagged.
- ❑ Second team member logs victims' names on form and sends the forms to the Command Post as completed.

Treatment Areas ("Immediate and Delayed")

- ❑ Treatment areas should be staffed with a minimum of two team members per area, if possible.
- ❑ One member completes secondary head-to-toe assessment.
- ❑ Second member records information on the triage tag and on-site treatment records.
- ❑ Follow categories: Immediate, Delayed, Dead

- ❑ When using the two-way radio, do not use the names of the injured or dead.

Operations Section: Medical Team Members (Continued)

Closing Down:

- ❑ Return equipment and unused supplies to Logistics.
- ❑ Clean up first aid area. Dispose of hazardous waste safely.
- ❑ Complete all paperwork and turn it in to the Documentation Unit.

Equipment/ Supplies

First-aid supplies (See the list on the following page.)

- ❑ Job description clipboards
- ❑ Stretchers
- ❑ Vests, if available
- ❑ Tables and chairs
- ❑ Staff and student medication from health office
- ❑ Forms:
- ❑ Notice of First Aid Care
- ❑ Medical Treatment Victim Log
- ❑ Marking pens
- ❑ Blankets
- ❑ Quick reference medical guides
- ❑ Ground cover/tarps

Operations Section: Medical Branch Morgue

Personnel:

To be assigned by the Operations Section Chief if needed.

Start-Up Actions:

- ❑ Check with the Operations Section Chief for direction.
- ❑ If directed, set up a morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from the assembly area
  - Security: Keep unauthorized persons out of the morgue.
  - Maintain a respectful attitude.

Operational Duties:

After pronouncement or determination of death:

- ❑ Confirm that the person is actually dead.
- ❑ Do not move the body until directed by the Command Post.
- ❑ Do not remove any personal effects from the body. Personal effects must remain with the body at all times.
- ❑ As soon as possible, notify the Operations Section Chief, who will notify the Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. Law enforcement personnel will notify the Coroner.
- ❑ Keep accurate records and make them available to law enforcement and/or the Coroner when requested.
- ❑ Write the following information on two tags:
- ❑ Date and time found.
- ❑ Exact location where found.
- ❑ Name of decedent if known.
- ❑ If identified—how, when, by whom.
- ❑ Name of person filling out tag.
- ❑ Attach one tag to body.
- ❑ If the Coroner's Office will not be able to pick up the body soon, place the body in a plastic bag and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move the body to the morgue.
- ❑ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

Operations Section: Medical Branch Morgue (Continued)

Closing Down:

- ❑ After all bodies have been picked up, close down the Morgue.
- ❑ Return equipment and unused supplies to Logistics.
- ❑ Clean up the area. Dispose of hazardous waste safely.
- ❑ Complete all paperwork and turn in to the Documentation Unit.

Equipment/ Supplies

- ❑ Tags
- ❑ Pens/pencils
- ❑ Plastic trash bags
- ❑ Duct tape
- ❑ Vicks Vapo-Rub
- ❑ Plastic tarps
- ❑ Stapler
- ❑ 2" cloth tape

Operations Section: Student Care

Personnel:	Classroom teachers, substitute teachers, and staff as assigned.
Responsibilities:	❑ Ensure the care and safety of all students on campus except those who are in the medical treatment area.
Start-Up Actions:	❑ Wear an identification vest, if available. ❑ Take a job description clipboard and radio. ❑ Check in with the Operations Section Chief for a situation briefing. ❑ Make personnel assignments as needed. ❑ If evacuating: ❑ Verify that the assembly area and routes to it are safe. ❑ Count or observe the classrooms as they exit, to make sure that all classes evacuate. ❑ Initiate the set-up of portable toilet facilities and hand-washing stations.
Operational Duties:	❑ Monitor the safety and well-being of the students and staff in the assembly area. ❑ Administer minor first aid as needed. ❑ Support the Student Release process by releasing students with the appropriate paperwork. ❑ When necessary, provide water and food to students and staff. ❑ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease. ❑ Make arrangements to provide shelter for students and staff. ❑ Arrange activities and keep students reassured. ❑ Update records of the number of students and staff in the assembly area (or in the buildings). ❑ Direct all requests for information to the PIO.

Operations Section: Student Care (Continued)

Closing Down:	❑ Return equipment and reusable supplies to Logistics. ❑ When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment/ Supplies	❑ Vest ❑ Clipboard with job description ❑ Ground cover, tarps ❑ First aid kit ❑ Student activities: books, games, coloring books, etc. ❑ Forms: ❑ Student Accounting ❑ Notice of First Aid Care ❑ Campus two-way radio ❑ Water, food, sanitation supplies

Operations Section: Student Release

Personnel:

School secretary, available staff and disaster volunteers. Use a buddy system. The Student Release process is supported by student runners.

Responsibilities:

Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.

Start-Up Actions:

- ❑ Obtain and wear a vest or position identifier, if available.
- ❑ Check with the Operations Section Chief for assignment to the Request Gate or Release Gate.
- ❑ Obtain necessary equipment and forms from Logistics.
- ❑ Secure the area against unauthorized access. Mark the gates with signs.
- ❑ Set up the Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ❑ Have Student Release Forms available for parents outside of the fence at the Request Gate. Assign volunteers to assist.
- ❑ Set up the Release Gate some distance from the Request Gate.

Operational Duties:

Follow the procedures outlined below to ensure the safe reunification of students with their parents or guardians:

- ❑ Refer all requests for information to the POI. Do not spread rumors!
- ❑ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to Logistics. If they are not registered (i.e., do not have badges), direct them to a branch library to register.

Procedures:

- ❑ The requesting adult fills out a Student Release Form, gives it to a staff member, and shows identification.
- ❑ The staff member verifies the identification, pulls the Emergency Card from the file, and verifies that the requester is listed on the card.
- ❑ The staff member instructs the requester to proceed to the Release Gate.
- ❑ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, a runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- ❑ The runner takes the form(s) to the designated classroom.

Note: If a parent refuses to wait in line, don't argue. Note the time with appropriate comments on the Emergency Card and place it in the out box.

Operations Section: Student Release (Continued)

If the student is with the class:

- ❑ Runner shows the Student Release Form to the teacher.
- ❑ The teacher marks the box, "Sent with Runner."
- ❑ If appropriate, the teacher sends the parent copy of the First Aid Form with the runner.
- ❑ The runner walks the student(s) to the Release Gate.
- ❑ The runner hands the paperwork to release personnel.
- ❑ Release staff match the student to the requester, verify proof of identification, ask the requester to fill out and sign the lower portion of Student Release Form, and release the student. Parents are given the Notice of First Aid Care Given, if applicable.

If the student is not with the class:

- ❑ The teacher makes the appropriate notation on the Student Release Form:
- ❑ "Absent" if the student was never in school that day.
- ❑ "First Aid" if the student is in the Medical Treatment area.
- ❑ "Missing" if the student was in school but now cannot be located.
- ❑ The runner takes Student Release Form to the Command Post.
- ❑ The Command Post verifies the student's location if known and directs the runner accordingly.
- ❑ If the runner is retrieving multiple students and one or more are missing, the runner walks the available students to the Release Gate before returning "Missing" forms to the Command Post for verification.
- ❑ The parent should be notified of the missing student's status and escorted to a crisis counselor.
- ❑ If the student is in First Aid, the parent should be escorted to the Medical Treatment Area.
- ❑ If the student was marked absent, the parent will be notified by a staff member.

Closing Down:

- ❑ At the direction of the Operations Section Chief, return equipment and unused supplies to Logistics.
- ❑ Complete all paperwork and turn it in to the Documentation Unit.

Equipment/ Supplies

- ❑ Job description clipboards
- ❑ Pens, stapler
- ❑ Box(es) of Emergency Cards
- ❑ Signs to mark Request Gate and Release Gate
- ❑ Signs for alphabetical grouping to organize the parents (A-F, etc.)
- ❑ Empty file boxes to use as out boxes
- ❑ Student Release Form (copies for every student)

Emergency Response Drill Log

School: District:

Date	Type of Drill	Comments

Annual Site Plan Review

Each school site emergency response plan must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each school year. Additionally, the plan must be reviewed anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event. Schools should include their local emergency response, emergency management and public health agencies in the review process.

☐	Review ICS assignments and responsibilities, update as needed.
☐	Ensure NIMS compliance for all personnel assigned responsibilities in the ICS structure.
☐	Review on and off site assignments and staging areas. Make contact with any identified off site locations to ensure permission to use those locations is still in affect.
☐	Review existing emergency procedures. Are the procedures adequate to address identified hazards/threats? Have new hazards/threats developed that you must plan for?

Notes:

Date of Review:	Reviewer:	Reviewer:
	Reviewer:	Reviewer: