



**SAN LUIS COASTAL**  
UNIFIED SCHOOL DISTRICT

# COMPREHENSIVE SCHOOL SAFETY PLAN & EMERGENCY RESPONSE GUIDE

**School Name**

**Address**

**City and Zip**

**Phone Number**

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**School Name**

## **Comprehensive School Safety Plan**

E.C. 32286 each school shall adopt its comprehensive school Safety plan by March 1, 2000, and shall review and update its plan by March 1st every year thereafter.

(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to sections 33126 and 35256.

Approved by School Site Council:

\_\_\_\_\_

Date

School Site Council Chairperson:

\_\_\_\_\_

Signature

School Principal:

\_\_\_\_\_

Signature

# Current Status of Crimes Committed on School Campus

During the 2022-23 School Year there were:

Arrests on Campus: \_\_\_\_\_

Reports to Police: \_\_\_\_\_

**Disaster Procedures, Routine  
and Emergency  
(Emergency Response Guide)**

## **Bomb Threat**

Specific procedures are shared with staff and students and are not included in this public document.

# **Earthquake**

Specific procedures are shared with staff and students and are not included in this public document.

## **Fire**

Specific procedures are shared with staff and students and are not included in this public document.



# **Non-Threatening Intruder On Campus Outside Classrooms**

Specific procedures are shared with staff and students and are not included in this public document.

## **Violent Threat Outside School Perimeter**

# **LOCKOUT**

Specific procedures are shared with staff and students and are not included in this public document.

## **Hostile / Violent Action**

# **LOCKDOWN**

Specific procedures are shared with staff and students and are not included in this public document.

# **Medical Emergencies**

Specific procedures are shared with staff and students and are not included in this public document.

## **Shelter-In-Place**

Specific procedures are shared with staff and students and are not included in this public document.

# **Evacuations**

Specific procedures are shared with staff and students and are not included in this public document.

# **First Aid**

Specific procedures are shared with staff and students and are not included in this public document.

**Nuclear Power Plant Emergency Response Plan**  
**San Luis Obispo County/Cities**



**PROCEDURES FOR SAFE INGRESS AND EGRESS OF PUPILS, PARENTS, AND SCHOOL  
EMPLOYEES TO AND FROM SCHOOL**



**(SEE MAP)**

## **APPROPRIATE STRATEGIES AND PROGRAMS THAT WILL PROVIDE OR MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY INCLUDING A SAFE AND ORDERLY ENVIRONMENT CONDUCIVE TO LEARNING AT THE SCHOOL**

In this section, write in narrative form which programs and strategies are in place at your school site that provide/enhance school safety. (This section should be about one page in length.)

Some possibilities include:

1. School Resource Officer – role in school safety
2. School administration who provide school safety support – position and role
3. Attendance policies monitors and reinforces requirements for school attendance
4. Campus supervisors – How many and role in school safety
5. Communication tools – Radios, cell phones, intercom, etc.
6. Other staff – school counselor, therapeutic counselor, intervention specialist, etc. – role in school safety
7. Visitor policy
8. Monitoring and reinforcement of the requirements of school academic progress and school behavior
9. List and explain examples of various available resources that support school safety on your campus:
  - a. Counseling: Personal Counseling, Intervention Specialist, Community Counselor, EL coordinator, etc.
  - b. Prevention and Intervention Programs – which are in place and future plans for implementation

WEB, Link Crew, FNL, Student Support Teams, peer help programs, conflict resolution programs, class size reduction, tutoring, structured positive behavior intervention, after school recreation, etc...

Programs and practices the site is using to prevent and respond to bullying.

# Applicable Administrative Regulations and Board Policies

## PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS PURSUANT TO SECTION 49079 (a)

Pursuant to the provisions of California Education Code Section 49079, the district is required to inform teachers of each student who has engaged in (or is reasonably suspected to have engaged in ) an offense for which students can be expelled under Education Code Section 48900 (other than possession or use of tobacco). A list of students (and their offenses for the past three years) is maintained on PowerSchool for you to view. Directions on how to access this report will be distributed by your site administrator.

**Any information received by a teacher pursuant to Education Code Section 49079 shall be received in confidence for the limited purpose for which it was obtained and shall not be further disseminated by the teacher to any individual.**

[Child Abuse Reporting Procedures](#)

[Suspension and Expulsion/Due Process](#)

[Nondiscrimination/Harassment](#)

[Dress and Grooming](#)

[Bullying](#)

AR 5141.4(a)

AR 5144.1

BP 5145.3

AR 5132

AR/BP 5131.2

# THE RULES AND PROCEDURES ON SCHOOL DISCIPLINE

## STUDENT CONDUCT CODE

[E.C. 48980 35294.1-35294.15]

San Luis Coastal strives to maintain an atmosphere in school and at school activities which enhances the potential for success of every student. The Board of Education recognizes that good student conduct is necessary for students to be successful; and, therefore, has adopted Board Policy and Administrative Regulations 5144, 5144.1 and 5144.2 which outline student discipline policies and procedures. The district's commitment to learning includes the following concepts:

- We have programs and strategies in place to promote a safe environment for students.
- Mutual respect is the underlying principle on campus and in the classroom.
- Rules are publicized, explained, and equitably enforced.

The following principles apply:

- Good discipline is positive rather than negative in nature.
- Good discipline is always fair, dignified, and good tempered.
- Conferences with the teachers, the principal, and the parents should usually bring about acceptable classroom behavior.
- Disciplinary action shall not directly affect quarter, semester, or trimester grades.

Parents are the best people to set rules and consequences for their children. School rules are derived from the goals of respect for self, property, and others. In enforcing the rules of the state, the district, and the school, staff at each school believe that students must understand that their actions have consequences. As students become responsible for their own behavior, they develop the self-discipline needed to become responsible citizens. The district believes that students must become self-sufficient and productive members of society. The district's goals are to instill in students a loyalty for their country, respect for its laws and traditions, and an understanding of the importance of individual dignity. The rights and privileges of society depend on each individual's sense of social conscience. To ensure the success of students in a school environment, school staff and parents must work cooperatively. Teachers, counselors, and administrators are responsible for modeling and teaching students the behavioral standards desired in the classroom and in the school. Parental support of the school is essential to ensure that students respect and follow the rules and regulations. Parents and students must be responsible for regular school attendance, since students with good attendance are most likely to be successful in school.

It is the policy of the district that all pupils abide by school regulations while at school or at school-sponsored activities, on the way to and from school or school activity, and when otherwise under the jurisdiction of the school. School regulations are not only for the students' own safety, but for the safety of others, and the community as a whole. The consequences for violation of these regulations vary according to the nature of the infraction, the number of violations, and the history of the student. These consequences include alternate means of correction, suspension, and expulsion.

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

### **Student Responsibilities and Expectations for Classroom Behavior**

From the beginning to the end of class, teachers must be free to teach and students must be free to learn. Students are expected to show respect for the teacher and other students in the classroom. Any behavior that disrupts instruction is inappropriate. Specifically, students are required to arrive to class on time, be prepared to work, and stay on task for the class period. Additionally, students must comply with classroom rules as established by each teacher. When a student displays disruptive behavior in the classroom, the teacher will first work with the student to improve his/her behavior. If that effort fails, the student who continues to disrupt the learning process will be referred to school counselors and/or administrators. The school will notify parents who will be expected to aid in correcting the behavior.

### **Parent Liability for Damage**

[E.C 48904]

E.C. 48904(a)(1) Parents are liable for all the damages caused by the willful misconduct of their minor children that result in death or injury to other students, school personnel, or damage to school property. Parents are also liable for any school property loaned to the student and not returned. Parents' liability may be as much as \$10,000 in damages and a maximum of \$10,000 for payment of a reward, if any. The school district may withhold the grades, diploma, or transcripts of the student responsible until such damages are paid, the property returned, or until completion of a voluntary work program in lieu of payment.

E.C. 48904(a)(2) The Superintendent of Public Instruction shall compute an adjustment of the liability limits prescribed by this subdivision at a rate equivalent to the percentage change in the Implicit Price Deflator for State and Local Government Purchases of Goods and Services for the United States, as published by the United States Department of Commerce for the 12-month period ending in the third quarter of the prior fiscal year. (Amount provided in December of each year; the amount for 2014-2015 was \$18,700.)

### **Removal from Class by Teacher/Parental Attendance in Class**

[E.C. 48900.1(b), 48910, 48925; BP/AR 5144.1, 5144.2]

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in Grounds for Suspension and Expulsion in Board Policy/Administrative Regulation 5144.1 or 5144.2. The teacher shall ask the parent or guardian to attend a parent/teacher conference. A school counselor may attend the conference. A teacher may require that the parent/guardian of a student removed by the teacher attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. Removal from a particular class shall not occur more than once every five school days.

### **Standard Disciplinary Procedures**

In order to help students understand what is expected of them and the consequences for violation of the rules, the district has developed a Student Conduct Code based on California Education Code. For each offense,

there is a consequence ranging from a conference with a site administrator, counselor, or designee for minor misbehavior to suspension for major offenses. For very serious offenses, the school may make an immediate recommendation for expulsion.

**Resources**

School officials assign consequences for actions which have been identified as inappropriate. In addition, school officials seek solutions to student problems. Resources available include:

Removal from class	6-week school activity suspension
Parent conferences	Referral to Student Assistance Program (SAP)
Student Success Teams (SSTs)	Referral to county agencies
Counseling	Community Service (E.C. 48900.6)
Contract agreements/Behavior Plans	Referral to School Attendance Review Board (SARB)
6 week school activity suspension	Referral to law enforcement
Referral to Family Resource Center	6 week restriction from all extracurricular activities (including weekends)

**Definitions of Disciplinary Consequences**

**Detention:** A teacher-supervised period in which a student may be detained for disciplinary or other reasons. This period may not exceed more than one hour after the close of the maximum school day.

**In-School Discipline Program:** An on-site discipline program which removes the student from his/her regular classes. During this period, the student is monitored by district staff and is responsible for completing all classroom assignments as designated by his/her classroom teachers. Students in this program are not given the privilege of attending school activities during their period of discipline, but do remain on the school site the length of time designated by the school administrator.

**Saturday Program:** A district staff-supervised study hall and/or campus clean-up activity scheduled on a Saturday. The Saturday Program may be used in lieu of suspension at the discretion of the school administrator, based on the nature of the offense and what is in the best interest of the student and the school. If a student is assigned to the Saturday Program rather than suspension and does not appear for the Saturday Program, the terms of the original suspension will be in effect.

**Suspension:** The removal of a pupil from ongoing instruction for adjustment purposes. During the period of suspension, the student is not to attend or participate in school activities.

**Expulsion:** This is the maximum penalty for a disciplinary violation. A student who is expelled shall not attend any school or alternative instructional program of the district nor attend or participate in school activities within the district for the duration of the expulsion.

**Causes for Assignment of Detention or Saturday Program (Secondary)**

Consequences of the following minor infractions include the after-school detention, in-school discipline program, or assignment to the Saturday Program:

- Cut: (absence from class) A willful absence from a class or classes without the approval of the school.
- Unexcused Tardiness (late arrival to class): A student has an incident of unexcused tardiness if he/she is not at an assigned station with books and materials in the classroom when the class is designated to begin.
- Leaving class without teacher permission or leaving school without permission from the Attendance Office.
- Minor infractions of safety rules, school policy, or Education Code 48900.
- Minor infractions of attendance office procedures.
- Minor infractions of school and classroom rules.
- Unexcused Absences

### **Student Search**

[BP 5145.12]

As necessary to protect the health, safety, and welfare of students and staff, school officials may search students, their property, and/or district property under their control, and may seize illegal, unsafe, and prohibited items. The principal or designee shall notify the parent of a student subjected to an individualized search as soon as possible after the search.

### **Threats**

The district takes verbal and written threats very seriously. Staff may work cooperatively with the Morro Bay and San Luis Obispo police departments and the County Sheriff's Department on these matters. The district's goal is to ensure that all verbal and written threats are assessed by a team of district staff and when substantiated, disciplinary action may be applied to the fullest extent of the law.

### **Release of Student to Peace Officer**

[E.C. 48906]

If a school official releases a student from school to a peace officer for the purpose of removing him or her from the school premises, the school official shall take immediate steps to notify the parent or a responsible relative of the child, 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.

### **Suspension and Expulsion**

Violations of the school's conduct code may result in parent conference, immediate suspension from school, change of placement, referral to other appropriate program, suspension from school activities, recommendation for expulsion, and notification of appropriate law enforcement agency. Suspension from school may be extended if an expulsion hearing is pending. Students with disabilities may be suspended up to 10 consecutive days for a single incident of misconduct.

E.C. 48903(a): Except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year.



(b): For the purposes of this section, a school district may count suspensions that occur while a pupil is enrolled in another school district toward the maximum number of days for which a pupil may be suspended in any school year.

E.C. 48900(s): A pupil shall not be suspended or expelled for any of the acts that are enumerated in this section, unless the 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:

While on school grounds	While going to or coming from school
During the lunch period, whether on or off campus	During, while going to or coming from a school sponsored activity

A student may be disciplined for off-campus conduct that is brought to the attention of school officials when the conduct causes, or is likely to cause, a “substantial disruption” of school activities.

E.C. 48901.5(a): The governing board of each school district, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees.

(b): No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and use of which is limited to purposes related to the health of the pupil.

**Administrative Regulations 5121: Academic Honesty**

Any student who cheats, plagiarizes, or gives or receives information during a test or an assignment shall receive a zero for that test or assignment and may be required to meet with the principal or designee as to the importance of honesty in school work. Parents will be notified and the student may be suspended from school. Any student violating the academic honesty policy on a second occasion within the same school year will not be eligible that school year for any academic award or scholarship and will be referred for additional disciplinary action.

**Board Policy 5131: Conduct**

Any student who fails to abide by the requirements of the Student Conduct Code shall be subject to disciplinary action. Prohibited student conduct includes, but is not limited to:

- Behavior that endangers other students, staff, and/or self
- Profane, vulgar, or abusive language
- Behavior that disrupts the orderly classroom or school environment
- Plagiarism or dishonesty in school work or on tests
- Harassment of other students or staff

- Inappropriate dress in violation of a dress and grooming standard
- Damage to or theft of property belonging to the district, staff or other students
- Tardiness and unexcused absence from school
- Failure to remain on school premises in accordance with school rules
- Possession, use or sale of alcohol, tobacco or other drugs
- Possession or use of laser pointers, unless approved by the principal
- Sending to another sexually explicit pictures, of yourself or someone else, or sexually explicit messages

### **Causes for Mandatory Recommendation for Expulsion**

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.

E.C. 48915(a)(1)(A): Causing serious physical injury to another person, except in self-defense.

(a)(1)(B): Possession of any knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(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.

(a)(1)(D): Robbery or extortion.

(a)(1)(E): Assault or battery as defined in Sections 240 and 242 of the Penal Code upon any school employee.

### **Causes for Mandatory Expulsion**

E.C. 48915(c): The principal or superintendent shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that s/he 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.

(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.

E.C. 48915(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 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. Consequences for offenses against E.C. 48915(c), in San Luis Coastal Unified School District, include: immediate suspension, change of placement, mandatory recommendation for expulsion, and notification of appropriate law enforcement agency.

### **Offenses Warranting Suspension**

[E.C. 48900]

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 the pupil has committed an act as defined pursuant to the following sections of Education Code:

Physical Injury [E.C. 48900(a)(1)]	Caused, attempted to cause, or threatened to cause physical injury to another person.
Willful Force [E.C. 48900(a)(2)]	Willfully used force or violence against another person, except in self-defense.
Weapons [E.C. 48900(b)]	Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had previously obtained written permission to possess the item from a certificated school employee and the principal or the principal/s designee. (SLCUSD Note: This includes, but is not limited to, any firearm whether or not loaded or fully operative. Due to the seriousness of this offense, any infraction of this rule in San Luis Coastal Unified School District may result in suspension and/or recommendation for expulsion and notification to police and/or fire marshal.)
Controlled Substances [E.C. 48900(c)]	Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any drug, alcoholic beverage, or intoxicant of any kind. (SLCUSD Note: (6 week school activity suspension and mandatory Student Assistance Program [SAP]).
[E.C. 48900(d)]	Unlawfully offered, arranged, or negotiated to sell any drug, alcoholic beverage, or intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a drug- controlled substance, alcoholic beverage, or intoxicant. (SLCUSD Note: (6 week school activity suspension and mandatory Student Assistance Program [SAP]) and due to the seriousness of this offense, any infraction of this rule in San Luis Coastal Unified School District shall result in suspension and/or expulsion and notification to police.)
Robbery or Extortion [E.C. 48900(e)]	Committed or attempted to commit robbery or extortion. (SLCUSD Note: Due to the seriousness of this offense, any infraction of this rule in San Luis Coastal Unified School District shall result in suspension and/or expulsion and notification to police.)
Property Damage [E.C. 48900(f)]	Caused or attempted to cause damage to school property or private property, including electronic files.
Theft [E.C. 48900(g)]	Stolen or attempted to steal school property or private property, including electronic files.

Tobacco Use [E.C. 48900(h)]	Possessed or used tobacco, or any products containing tobacco or nicotine products, not including use or possession of prescription products.
Obscenity and Profanity [E.C. 48900(i)]	Committed an obscene act or engaged in habitual profanity or vulgarity.
Drug Paraphernalia [E.C. 48900(j)]	Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell drug paraphernalia. (6 week school activity suspension)
Disruption/Defiance [E.C. 48900(k)]	Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties.
Receiving Stolen Property [E.C. 48900(l)]	Knowingly received stolen school property or private property.
Imitation Firearm [E.C. 48900(m)]	Possessed an imitation firearm so substantially similar to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
Sexual Assault/Sexual Battery [E.C. 48900(n)]	Committed, or attempted to commit, sexual assault or battery 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.
Harassment of Witness [E.C. 48900(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.
Sale of Soma [E.C. 48900(p)]	Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drug Soma. (6 week school activity suspension)
Hazing [E.C. 48900(q)]	Engaged in, or attempted to engage in, hazing.
Bullying or Cyberbullying [E.C. 48900(r)]	Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings: (see Education Code for full description).
Aiding or Abetting Infliction of Physical Injury [E.C. 48900(t)]	Aided or abetted the infliction or attempted infliction of physical injury.
Sexual Harassment [E.C. 48900.2]	Sexual harassment committed by a student in grades 4 through 12. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact on the individual's academic performance or to create an intimidating, hostile, or offensive education environment.
Hate Crimes [E.C. 48900.3]	Hate-motivated violence committed by a student in grades 4 through 12.
Harassment of Other Students or School District Personnel [E.C. 48900.4]	Harassment, threats, or intimidation by a student in grades 4 through 12.
Terrorist Threats [E.C. 48900.7]	Terrorist threats against school personnel or school property valued in excess of \$1,000.

## **SEXUAL HARASSMENT**

[E.C.212.5, BP/AR 5145.7]

E.C. 212.5: "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- (a): Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- (b): Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- (c): The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- (d): Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

The Board of Education is committed to maintaining a school environment that is free from harassment. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists, or otherwise participates in the complaint process established in accordance with district policy.

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of district policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Such circumstances shall include but are not limited to:

- Age and maturity of the victim and the perpetrator;
- Pervasiveness of alleged harassing conduct (i.e., how many times the act[s] occurred, how many individuals were involved, etc.);
- Prior complaints against the perpetrator.

The superintendent or designee shall ensure that all district students are notified of the policy and procedures regarding sexual harassment. Such information shall include:

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

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual

harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the superintendent or designee who shall investigate the complaint.

The principal or designee to whom a complaint of sexual harassment is reported shall investigate the complaint. If the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the superintendent or designee and refer the matter to law enforcement authorities when necessary. In addition, the student may file a formal complaint with the superintendent or designee in accordance with the district's uniform complaint procedures. The superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools. Information gathered in the course of investigating a sexual harassment complaint shall be kept confidential to the extent possible.

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

- Sexual flirtations or propositions
- Sexual slurs, leering, epithets, threats, verbal abuse, derogatory
- Comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures, or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Touching an individual's body or clothes in a sexual way
- Purposefully cornering or blocking normal movements
- Limiting a student's access to educational tools
- Displaying a sexually suggestive objects

# **ADDENDUM**

# School Name

Address

Phone number

Principal: Ext.

Principal Designee: Ext.

Other - specify: Ext.

Other - specify: Ext.

ALL CALL over PA via phone to students/staff: #00/#01

## District Numbers

## Emergency Numbers

SLO Fire Department: 911 or 805-781-7380

Morro Bay Fire Department: 911 or 805-772-6242

Los Osos (CAL FIRE): 911 or 805-528-1053

SLO Police Department: 911 or 805-781-7317

Morro Bay Police Department: 911 or 805-772-6225

Harbor Department: 911 or 805-772-6254

Sheriff: 805-781-4540

## Hospitals

French Hospital: 805-543-5353

Sierra Vista: 805-546-7600

American Red Cross: 805-543-0696

## Utilities

PG&E: 1 (800) 743-5000

Gas Company: 1 (800) 427-2200

SLO City Water Department: 805-781-7215 after hours 805-781-7312

Morro Bay City Water Department: 805-772-6222 after hours 805-772-6225

Los Osos City Water Department: 805-528-9370



# School Site Incident Command Post (ICP)

This ICP organization is for use for any school site emergency, a more detailed plan and organization for student reunification with families is located in the [Reunification Plan](#) section.

## ICP overview

Like the need to activate a District Operating Center(DOC) it is equally important to activate an Incident Command Post (ICP) at a school site. In order to ensure both a coordinated response with the first responders and to also ensure the health, safety and well-being of the school students and staff. Each school site will maintain critical resources to establish an ICP either on campus or in proximity to the school if need be. When it is determined that the ICP is needed, critical staff will be assigned duties to meet the needs.

ICP activation will occur whenever a school site is affected by an emergency that requires sustained District support.

## ICP Objectives

- Protect the safety and welfare of students, school staff, and visitors.
- Provide for a safe and coordinated response to emergencies.
- Protect the school's facilities and properties.
- Enable the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for the interface and coordination between sites and the District Operations Center (DOC).
- Provide for the interface and coordination between the DOC and the Cities and County of Emergency Operations Center (EOC).
- Provide school resources in support of a community-wide emergency.
- Ensure cost recovery

## When to Activate the School Site ICP

- A major emergency at a single school site
- The State, the County or a City has proclaimed an emergency that affects the school
- The school requires outside resources in support of an emergency
- The Governor has declared a State of War Emergency
- The County Health Officer proclaims a health emergency that affects a school site
- A social or political incident impacting the school

## Examples of situations that require ICP activation

- A significant earthquake
- A wildland fire threatening a school site
- An impending or declared "State of War Emergency"
- A radiological emergency at Diablo Canyon Power Plant
- Evacuation orders being issued for an area that includes a school site
- A violent act at a school that causes injury or death
- A school site is being used for emergency sheltering and requires school resources

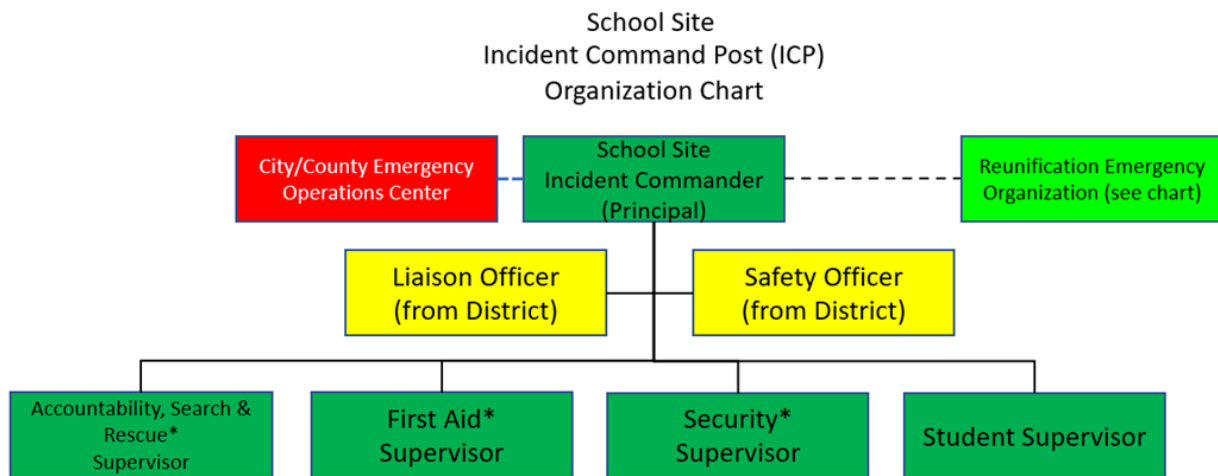
- A contagious disease outbreak at a school site

## Setting up the ICP

The ICP should be able to be set up quickly and have adequate supplies ready at all times. The following supplies should be available:

1. Seating
2. Computers
3. Generator and fuel
4. Surge protectors
5. Phones
6. Flip Charts
7. White Board
8. Large Computer monitor
9. Office supplies
10. Flashlights with a supply of batteries
11. Sleeping cots and blankets
12. Meals Ready to Eat

## ICP Organizational Chart



\* Search & Rescue, First Aid, and Security positions to be filled where there are not sufficient first responder personnel to fill these roles.

# Reunification Plan

## Section 1: BEFORE Family Reunification is Necessary:

**Goal:** Equip the school community to carry out an orderly reunification under potentially high-stress conditions.

**Objective 1:** Review reunification logistics, check emergency supplies, and inform and train staff members, students, families, and other stakeholders in advance in order to:

- Identify all roles and responsibilities in reunification.
- Facilitate communication between the family check-in, family waiting, student assembly, and reunification areas.
- Reduce confusion during the reunification process.

**Objective 2:** Collect student emergency information from families.

### Courses of Action:

#### Identify Reunification Functional Locations

At least two weeks before the beginning of the new school year, the Principal will review reunification logistics with the Assistant Principal, the School Resource Officer (SRO), and members of the school safety team. Reunification locations may be on campus (interior), on campus (exterior), off campus (interior), or off campus (exterior) and are divided into four distinct and separate areas to maintain separation between students and families:

Reunification Function	<u>Inside Buildings</u> On-Campus Locations
Student Assembly Area	
Family Check-In	
Family Waiting Area	
Reunification Area	
Individual Assistance Area*	

Reunification Function	<u>Outside Buildings</u> On-Campus Locations
Student Assembly Area	
Family Check-In Gate	
Family Waiting Area	
Reunification Area	
Individual Assistance Area*	

\* Individual Assistance Areas should be identified at each location where family members can be escorted by a trained emotional health staff member to receive difficult information, such as a missing child, injured child, or a child detained by law enforcement, etc.

Off-Campus Alternative Site Locations	Site Location:
Alternative Site 1:	
Alternative Site 2:	

Signs are pre-made, for use to identify these areas if the reunification process is needed. At the all-faculty meeting before school opening, the Principal will review designated locations and areas (listed below) with all staff members and any community partners, including after-school programs and any organizations that will regularly use the building for activities out of regular school hours during the school year. This review will include discussion of different emergency scenarios and corresponding adjustments that could be made to the four designated areas.

## Reunification Supplies

At least two weeks before the start of the new school year, each school site will verify that the reunification supplies are located in one location in the main office (red duffle bag on wheels), and contains the following:

1. Vinyl signs (Parking Lot, Family Check-In Gate, Family Waiting Area, Reunification Area)
2. 5 signs (Student Last Name Starts With A–E, F–I, J–M, N–S, T–Z)
3. Sign clips, zip ties, and duct tape
4. Adequate number of:
  - a. Sign-Out Records
  - b. Evacuated Student & Staff Forms
  - c. Student/Staff Casualty Forms
5. 12 vests with placards
  - a. 4 Family Check-In Gate
  - b. 2 Security
  - c. 2 Information
  - d. 2 Family Waiting Area
  - e. 2 Reunification Area
6. 2 mega-phones
7. 12 whistles
8. 10 two-way radios
9. 8 clipboards
10. pads of paper, and pens
11. Job description checklist for each reunification area
12. Adequate number of student release forms (See Appendix)
13. Completed Student Emergency Information Cards
14. Portable table
15. Laptop computer (fully charged) with updated information, emergency plan and updated student and staff rosters are on hard-drive and backed up on a USB drive. Information necessary to assist students with access and functional needs will be included. This information will be password protected to prevent loss of data.

At the opening of each school and monthly the following will be updated:

1. Student and Staff emergency information in the Comprehensive School Safety Plan & Emergency Response Guide binder:

- Student emergency contact information
- Student unique needs list, Access & Functional Needs list
- Staff emergency contact information
- Staff unique needs list, Access & Functional Needs list

## **Training**

Yearly training at each school site on the Family Reunification process is critical. Staff needs to be trained to be flexible to the conditions that create the need to implement this Plan. Most staff should be trained in all positions to ensure that during an emergency success is ensured. Training should include the following:

- Set-up (Complete within 15 minutes)
- Leadership positions
- Family Check-In verification process
- Escorts/Runners
- Support for individuals with Access & Functional Needs.

## Section 2: DURING Family Reunification Process:

**Goal:** Safely and efficiently reunify students with verified and authorized family members.

**Objective:** Initiate a systematic and safe release of students to families once verified by student records.

### Courses of Action:

The Reunification Incident Commander [Principal or designee] shall activate the Family Reunification Plan. Implementing the following actions:

1. Determine whether to have reunification on or off campus (consult with first responders).
2. Establish Incident Command Post and activate the Reunification Team.
3. Establish communication link with the District Superintendent/District Operations Center (DOC)
4. Give clear direction to the Reunification Team about the function location, how to move students, release procedures and care for families who need individual assistance due to student injury or death.
5. Initiate public outreach to families informing them: "Students are under the supervision of school authorities and will only be released in an orderly manner to parents, guardians or individuals listed on the emergency contact list. To pick-up your student you should report to <<site>> with government issued identification."
6. Provide public information to the media on the reunification process.
7. Arrange for supervision and extended care of students with disabilities or those with access and functional needs, and any students not reunified in a timely manner due to inability for families to get to school or if family members are harmed by the emergency.
8. In the event first responders are unable to assist, arrange for the logistics of caring for injured students and staff members, including evacuation to a hospital as needed (Logistics Section Chief [member of administration]; see Public Health, Medical, and Mental Health Annex and Evacuation Annex of the District EOP).
9. Issue Job Aids to Reunification Team

### Positions that need to be filled (See Reunification Position Assignments Form):

#### Command Post

- Reunification Incident Commander
- Public Information Officer (PIO)
- Liaison Officer
- Logistics

#### Family Check-In Area

- Parent Check-In/Validation Supervisor
  - Checker Leader
    - Greeter Leader (Family Waiting Area)
    - Interpreters (Where needed)

#### Student Assembly Area

- Student Assembly Supervisor
  - Student Wrangler Leader

- Reuniter Leader

#### Individual Assistance Area

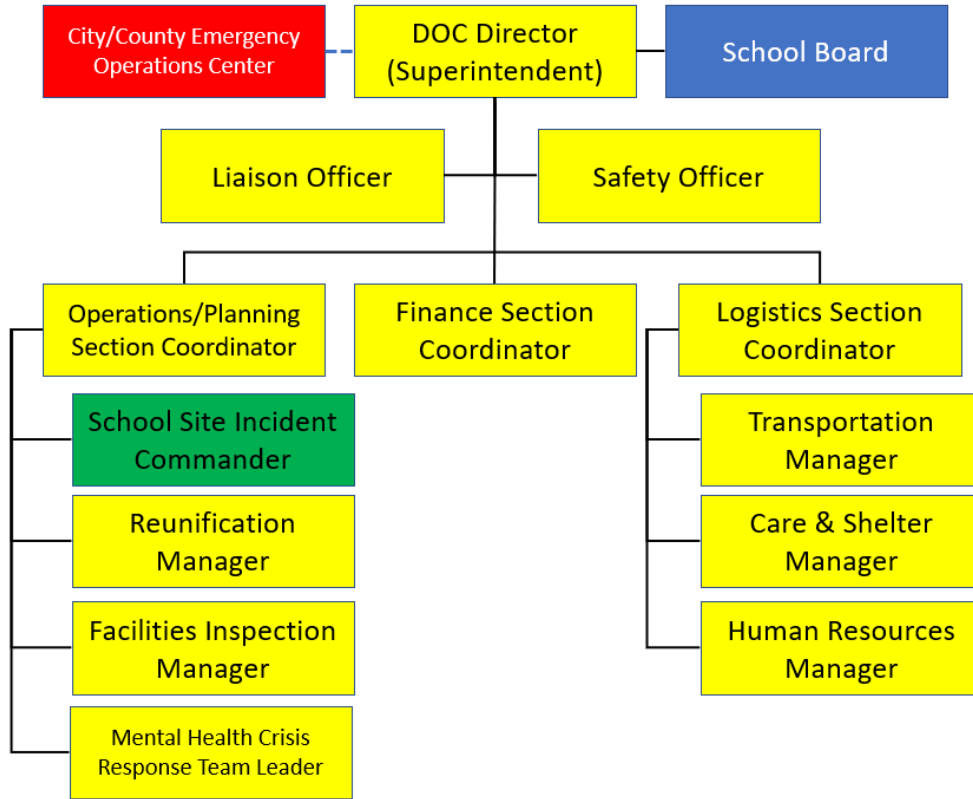
- Individual Assistance Supervisor
  - Counselors Leader

#### Command Post

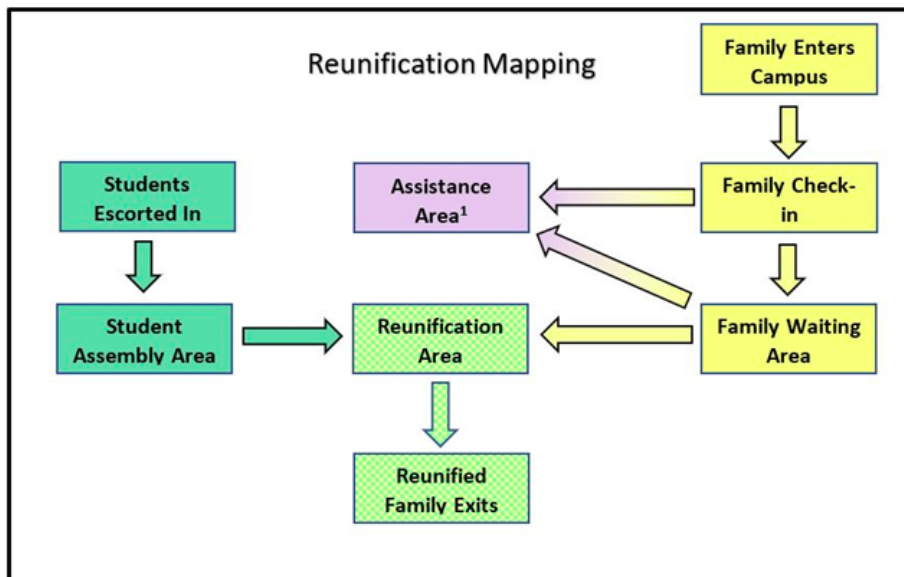
- Site Security Supervisor
  - Traffic Control Leader (Parking Area)

# Reunification Emergency Organization

District Operations Center (DOC)  
Organization Chart



## Reunification Map





## Parent-Student Reunification Procedures

### Reunification guidance

Parents may be under significant stress; some parents will refuse to cooperate with the Family Reunification process. This situation can be diminished, to some degree, if parents are informed about the school release procedures before the disaster or emergency occurs. They should be reminded that the safety of their child is your utmost priority. By providing them the Reunification Card they will recognize that an effort is being made to unify them with their student.

Parents may be emotional when arriving at the school. Have counselors available to deal with issues that exceed your area of expertise. Parents identified as having a student who is a casualty of the emergency should be escorted to the Individual Assistances Area where counselors should be available. These family members should not be left alone.

Shortly after the incident the media will have a presence on your campus. The Public Information Officer should provide them with accurate information. HIPAA rules will be followed. The media should not be allowed on campus, however they should be allowed in a location where they can accurately report the story. The media should be asked to not film children's faces. (See Media Plan in District EOP)

### Reunification Common Responsibilities

Student release is a crucial part of emergency planning. During an emergency or disaster student accountability is critical. All students must be accounted for and only released to validated parents, guardians or individuals that have been granted permission by the parent or guardian to pick-up the student.

In an emergency, schools will establish a safe area for families to go to pick up their children. This area must be away from both the damage and the student assembly area. In a typical release the following steps will be followed:

- Families will report to the check-in/validation area and fill out the name of their student(s).
- Picture I.D. will normally be required by the person in charge to ensure the person requesting the student is a match to the name on the emergency release card.
- Families will wait in the Family Waiting Area.
- A Reuniter will go to the Student Assembly Area and escort the student to the Reunification Area.
- Families will be asked to sign and date the form indicating they picked up the student.
- If the child is in the **First Aid Area** the parent will be escorted to that area for reunification with their student.
- If the student has been transferred to the hospital or is deceased, the family will be escorted to the **Individual Assistance Area**.

### Reunification Process

- Family member will fill out the Reunification Form.
- Check-In/Validation will validate that the family member can take custody of the student.
- Family is instructed to go to Family Waiting Area or if special circumstances to the Individual Assistance Area
- Reunification Card is given to a Reuniter
- Reuniter locates student
- Reuniter escorts student to Reunification Area (student does not go inside Family Waiting Area)

- Family Waiting Area staff locate parent and escort to Reuniter and student in Reunification Area
- Reuniter takes a picture of the student with family with Reunification Card visible in picture
- Family and Student leave campus
- Record on Daily Attendance Record that student is released
- Reunification Form is filed

**Family Reunification Form (See Family Reunification Form)**

All staff assigned to the Reunification Team should be familiar with the Reunification and the Family Reunification Form. The purpose of the form is to ensure that all students are properly reunited with their parents, guardians or individuals listed on the emergency contact list. Further, it is to document who the student was reunited with and when they were reunited.

## Section 3: AFTER Family Reunification Process:

**Goal:** After all students and staff have been accounted for and are either reunified with their family or there is continuous care for those not yet reunified (e.g. at hospital, delayed arrival of family) the Reunification location will be closed.

- **Objective 1:** Initiate comprehensive closing of reunification location (return equipment and unused supplies, take down signs, clean up reunification location).
- **Objective 2:** Ensure continued care of all students who are not reunified with families and need support in returning to school.
- **Objective 3:** Evaluate and refine plans; maintain records and documentation.

### Courses of Action:

1. The Incident Commander [Principal] will transfer operational control back from ICS positions to those used on a daily basis.
2. The Principal, in conjunction with the DOC, will follow emergency communications protocols to reassure stakeholders and provide information about the status, instructions for families in special circumstances, and notification of availability of additional resources. [See Communications and Warning Annex.]
3. The Students/Staff Casualty Form will be validated to ensure absolute accuracy. This list will be transferred to the DOC.
4. All documents, photographs will be digitally consolidated and kept on a secure computer and backed up to a secured location.
5. District Facilities staff will coordinate the clean-up of the Reunification Areas. If the school is a crime scene this will be coordinated with law enforcement to prevent destruction of evidence.
6. Under the supervision of the DOC, a designated Assistant Superintendent will oversee the Community Mental Health Team to provide support to:
  - i. The remaining students whose families have been delayed, providing continued care.
  - ii. The students and staff members at the hospitals.
7. The DOC will make available Critical Incident Stress Debriefings for staff impacted by the event.
8. The DOC will coordinate a school memorial if needed.
9. The DOC will coordinate with partner agencies a school community meeting.

The Assistant Principal and SRO will cross-reference other annexes to determine potential disruptions to the regular school setting as a result of the precipitating factors that led to the activation of the Family Reunification Annex.

The Building, Grounds and Transportation Director, or designee including the site Lead Custodian, will oversee the Clean-up Team in consultation with the County Public Health Department.

### Student/Staff Casualty Form (See Student/Staff Casualty Form)

All staff assigned to the Reunification Team should be familiar with the Student/Staff Casualty Form. It is critical that all students and staff are accounted for. Every effort should be made to maintain accountability of students and staff who

are casualties of the incident. In the confusion of an emergency it is not a simple matter to achieve this. Staff will need to be assigned to work with first responders to be able to maintain this important document.

### **ICS 201 Adapted for School Reunification (See ICS 201 Form)**

During the initial period of Reunification, it is important to capture and disseminate consistent information, directions, resource orders and the organizational structure. To achieve this, the Incident Commander (IC) should utilize an adapted Incident Command System form ICS-201. This form should be treated as a place to take notes for constant reference, refer to when briefing staff and list needed resources. It does not need to look good, it is to assist in keeping things straight.

- **Page 1** is an area to draw a map of the physical layout being utilized and a simple description of the situation and safety briefing.
- **Page 2** is where the IC writes down their objectives and takes notes on what actions have occurred to achieve those objectives. The objectives should be written so they are SMART (specific, measurable, achievable, relevant, and time-based).
- **Page 3** is where the IC fills in the organizational structure.
- **Page 4** is where the IC places the resource that you need, generally you have requested those resources from the DOC.

# Reunification Job Aids

## Reunification Incident Commander

The Reunification Incident Commander [Principal or designee] shall activate the Family Reunification Plan. Implementing the following actions:

- Determine whether to have reunification on or off campus (consult with first responders).
- Establish Incident Command Post and activate the Reunification Team.
- Establish communication link with the District Superintendent/District Operations Center (DOC)
- Establish clear objectives:
  - Provide for the safety of students and staff.
  - Ensure all students are accounted for and reunited with families.
  - Maintain a cooperative relationship with outside agencies.
  - Provide accurate and timely information to families, staff and media.
- Give clear direction to the Reunification Team about the function location, how to move students, release procedures and care for families who need individual assistance due to student injury or death.
- Initiate public outreach to families informing them: “Students are under the supervision of school authorities and will only be released in an orderly manner to parents, guardians or individuals listed on the emergency contact list. To pick-up your student you should report to <<site>> with government issued identification.”
- Arrange for supervision and extended care of students with disabilities or those with access and functional needs, and any students not reunified in a timely manner due to inability for families to get to school or if family members are harmed by the emergency.
- In the event first responders are unable to assist, arrange for the logistics of caring for injured students and staff members, including evacuation to a hospital as needed (Logistics Section Chief [member of administration]; see Public Health, Medical, and Mental Health Annex and Evacuation Annex).
- Utilize and Complete ICS-201Adapted for School Reunification

## Public Information Officer (PIO)

- Receive direction from Incident Commander
- Work with first responder PIO
- Provide public information on reunification process utilizing all methods including:
  - ParentSquare
  - Social media
  - Press Release
- Determine need and then organize a press conference
- Determine need and then organize a town hall meeting

## Liaison Officer

- Receive direction from Incident Commander.
- Maintain contact list.

- Establish contact with the District Operating Center.
- Establish contact with allied agencies:
  - County Mental Health
  - County OES
  - County Office of Schools
  - Red Cross

## Parent Check-In/Validation Positions

### Validation Supervisor, Checker Lead, Greeter Lead, and Interpreter

- Receive direction from Incident Commander.
- Staff positions and provide direction to:
  - Checker Lead
  - Checkers
  - Greeter Lead (Family Waiting Area)
  - Interpreter
- Set up Check-In/Validation Table supplies:
  - Reunification Forms
  - Pens
  - Tables with alphabetical signs
  - Signs
  - Vests
  - Radio
  - Cell phone - camera
- Provide families general information and direction
- Identify families of injured and deceased students and escort to Individual Assistance Area (do not leave alone)
- Verify family
- Direct verified families to Family Waiting Area
- Provide support to families with Access & Functional Needs
- Provide translation if needed
- Maintain order (notify security if needed)

## Student Assembly Area Positions

### Student Assembly Area Supervisor, Student Wrangler Lead, and Reuniter Lead

The Student Assembly Area Supervisor will receive direction from the Incident Commander.

- Staff positions and provide direction to:
  - Student Wrangler Lead
  - Reuniter Lead
  - Set up Student Assembly Area:
    - Signs – Grade level
    - Vests
    - Radio

- Cell phone/Camera for each Reuniter
- Organize students by grade

Student Wrangler Lead will organize teachers and teachers aids (Wranglers) to supervise and organize all students in the Student Assembly Area.

- Provide a calming presence to students.
- Inform students that they will be reunited with families soon.
- Student with cell phones should be instructed to only text parents to ensure the cell system is not overloaded. The message they should tell their parents is to go to the Check-In/Validation process that they are safe.
- Identify extra staff who can be released to assist in other critical functions and provide staff names to the Incident Commander for reassignment.

Reuniter Lead will maintain communication with the Parent Check-In/Validation Supervisor.

- Reuniter Lead will direct Reuniter to pick up Reunification Forms from Check-In/Validation:
  - Locate student on Reunification Form.
  - Take student to the Reunification Area outside the Family Waiting Area.
  - Request Family Waiting Area staff to locate students' families.
  - Reunite family, have family sign the Reunification Form and take a single picture. capturing the student, family and Reunification Form.
  - Instruct family and student how to exit school property.

## Individual Assistance Positions

### Individual Assistance Supervisor and Counselors

The Individual Assistance Supervisor will receive direction from the Incident Commander.

- Staff positions and provide direction to:
  - Counselors
- Request the Incident Commander to provide members of the Community Mental Health Team to assist.
- Attain accurate information on students and staff who have been transported to hospitals or are deceased.
- Do not leave families alone.
- Provide accurate information and comfort to families.
- Coordinate with the Sheriff/Coroner on notification of families of the deceased.

## Site Security Supervisor

### Site Security Supervisor

- Receive direction from Incident Commander
- Ensure actions are consistent with those of law enforcement
- Staff positions and provide direction to:

- Traffic Control Leader
  - Reuniter Lead
- Utilize supplies:
- Signs – “Parking Area, “No admittance beyond this point without approval”
  - Vests
  - Radio
  - Cell phone/camera
  - Hazard tape
- Maintain a high level of situational awareness
- Maintain control of perimeter of Reunification Area
- Protect crime scene from disturbance
- Question individuals who have violated the perimeter without permission
- Keep Incident Commander and law enforcement informed of individuals who have trespassed
- Capture photo of individuals removing students without permission
- Notify law enforcement of any threats, suspicious devices

### **Traffic Control Leader**

- Elicit support from the school community to provide traffic control until adequate law enforcement arrives
- Maintain Traffic Control to prevent accidents
- Maintain access routes for first responder vehicles
- Establish route for ambulances to access treatment area
- Request a tow truck for vehicles blocking access.
- To every extent possible two-way traffic should be maintained to allow for entry and exit.
- Request a tow truck for vehicles blocking access.

## **Forms**

The following pages include emergency forms to accompany the Reunification Plan.

Reunification Position Assignment Form



<b>Position</b>	<b>Location</b>	<b>Name</b>
<b>Reunification Incident Commander</b>	Command Post	
<b>Public Information Officer (PIO)</b>	Command Post	
<b>Liaison Officer</b>	Command Post	
<b>Logistics</b>	Command Post	
<b>Family Check-In/Validation Supervisor</b>	Family Check-In Area	
<b>Checker Leader</b>	Family Check-In Area	
• <b>Greeter Leader</b>	Family Waiting Area	
• <b>Interpreter</b>	Where Needed	
<b>Student Assembly Supervisor</b>	Student Assembly Area	
<b>Student Wrangler Leader</b>	Student Assembly Area	
<b>Reuniter Leader</b>	Student Assembly Area	
<b>Individual Assistance Supervisor</b>	Individual Assistance Area	
<b>Counselors Leader</b>	Individual Assistance Area	
<b>Site Security Supervisor</b>	Command Post	
<b>Traffic Control Leader</b>	Parking Area	

## FAMILY REUNIFICATION FORM

This form will be completed for all students during an activation of the Reunification Plan.

### Adult permitted to take custody of student (family) will complete:

Family Check-In/Validation (to be completed by Family)			
Student Name:		Grade:	
Name of Family Member:		Relationship to Student:	
Time:		Date:	

Family Check-In/Validation (to be completed by staff)		
Is the person requesting the student listed on the Student Emergency Contact Form?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff Initial:
Method of identification verification:  <input type="checkbox"/> If individual does not have identification, can you identify the person through other means? <input type="checkbox"/> No verification, can you contact parent, guardian and ask permission? o Time: _____ o Contact: _____	<input type="checkbox"/> Driver Licenses <input type="checkbox"/> CA ID Card <input type="checkbox"/> Passport <input type="checkbox"/> Military ID <input type="checkbox"/> Other _____ <input type="checkbox"/> No ID, Verified <input type="checkbox"/> No Verification, Student will not be released	Staff Initial:

Reunification Area (to be completed by the Reuniter)		
Signature of the person to whom the student is being released:		
<input type="checkbox"/> Photo taken	Camera:	
Time:	Date:	

## Student/Staff Casualty Form

Use this form to keep track of students and staff members who are injured and transported to various hospitals or are deceased.

Date	Time	Status	Name of Student/Staff	Person Accompanying and Cell #	Hospital		Check One
		<input type="checkbox"/> Injured <input type="checkbox"/> Deceased				<input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
		<input type="checkbox"/> Injured <input type="checkbox"/> Deceased				<input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
		<input type="checkbox"/> Injured <input type="checkbox"/> Deceased				<input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
		<input type="checkbox"/> Injured <input type="checkbox"/> Deceased				<input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
		<input type="checkbox"/> Injured <input type="checkbox"/> Deceased				<input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
		<input type="checkbox"/> Injured <input type="checkbox"/> Deceased				<input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
		<input type="checkbox"/> Injured <input type="checkbox"/> Deceased				<input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
		<input type="checkbox"/> Injured <input type="checkbox"/> Deceased				<input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
		<input type="checkbox"/> Injured <input type="checkbox"/> Deceased				<input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
		<input type="checkbox"/> Injured <input type="checkbox"/> Deceased				<input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
		<input type="checkbox"/> Injured <input type="checkbox"/> Deceased				<input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
		<input type="checkbox"/> Injured <input type="checkbox"/> Deceased				<input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor





## INCIDENT BRIEFING (ICS 201), Adapted for FDA

1. Incident Name: _____	2. Incident Number: (EON num. if applicable)	3. Date/Time Initiated: Date: _____ Time: _____
9. Current Organization (fill in additional organization as appropriate):		
<pre> graph TD     RC[Reunification Incident Commander] -.-&gt; FR[First Responders]     RC --- DOC[District Operations Center]     RC --- LO[Liaison Officer]     RC --- IO[Information Officer]     LO --- SS[Site Security]     LO --- PCS[Parent Check-In/Validation Supervisor]     LO --- INT[Interpreter]     IO --- SAS[Student Assembly Supervisor]     IO --- IAS[Individual Assistance Supervisor]     IO --- LOG[Logistics]     PCS --- CL[Checker Lead]     PCS --- GL[Greeter Lead]     PCS --- INT2[Interpreter]     SAS --- SWL[Student Wrangler Lead]     SAS --- RL[Reuniter Lead]     IAS --- C[Counselor]     LOG --- TC[Traffic Control]     </pre>		
6. Prepared by: Name: _____ Position/Title: _____ Signature: _____		
ICS 201, Page 3		Date/Time: _____



# School Site Map



# Exhaust Fans, Air Handlers, and Electrical Panel Maps

# Gas & Water Valves Map

# Gates, Exits, and First Aid Equipment Map

# **Pull Alarms & Fire Extinguisher Map**

# Disaster Kit/Bins Locations

**School Site Directory Here**

# SLCUSD Phone Directory

# **BG&T Phone Extension List**



# **School Site Class Schedule and/or Bell Schedule**

# School Site Master List

## **Students in Special Programs (Preschool, SDC)**

# Students with Medical Conditions

# Site Staff Master List

# Emergency Forms

## Student Emergency Release Form

Please use one form for each child being picked up.

Student:

\_\_\_\_\_

Last Name

\_\_\_\_\_

First Name

Was released to:

\_\_\_\_\_

Last Name

\_\_\_\_\_

First Name

Parent  Grandparent  Brother  Sister  Other Relative  Neighbor

Telephone Number

\_\_\_\_\_

Time: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

Destination when leaving:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Picture ID shown prior to release:  Yes  No

If picture identification is not available, approval to release must be authorized by the principal or designated District Administrator.

Released by:

\_\_\_\_\_  
Printed Name

Released to:

\_\_\_\_\_  
Signature