

Irvine Chinese Immersion Academy



Comprehensive School Safety Plan SB 187 & SB 334 Compliance Document

2023-2024

Benson Kwok, Ed.D., Principal
1 Liberty, Irvine CA 92620
(949) 517-1610
bkwok@iciacademy.org

To be presented for Board Approval

This document is available for public inspection at the Irvine Chinese Immersion Academy office and the ICIA website at www.iciacademy.org

Irvine Chinese Immersion Academy Comprehensive School Safety Plan

Table of Contents

Section 1: General Information – School Safety	
<i>Part 1: Our Commitment to School Safety</i>	3
Part 2: Legislative Requirements	4
Part 3: Maintaining a Safe and Orderly Environment	5
Section 2: Child Abuse Reporting	
Part 1: Policy/Training/Definitions	6
Part 2: Child Abuse Reporting Procedures	8
Part 3: Parent/Guardian Complaints	11
Section 3: Disaster Procedures	
Part 1: General Information	12
Section 4: Notification of Dangerous Pupils	
Part 1: Employee Security – Personnel	13
Part 2: Employee Security – Personnel (Administrative Regulations)	15
Section 5: Suspension and Expulsion	
Part 1: Discipline	17
Part 2: Expulsion	19
Part 3: Student Due Process/Required Parental Attendance	20
Part 4: Expulsion/Due Process (Students with Disabilities)	22
Part 5: Students Expelled from Other Districts	29
Part 6: Student Expelled from Other Districts (Administrative Regulations)	30
Section 6: Sexual Harassment Policy	
Part 1: Student Sexual Harassment	32
Part 2: Student Sexual Harassment – (Administrative Regulations)	33
Section 7: School Dress and Grooming	
Part 1: Policy, Gang Related Apparel and Uniforms	37
Part 2: Policy, Gang Related Apparel and Uniforms (Administrative Regulations)	38
Section 8: Safe Ingress and Egress	
Part 1: Safe Ingress and Egress	41
Section 9: Weapons and Dangerous Instruments	
Part 1: Weapons and Dangerous Instruments	42
Part 2: Weapons and Dangerous Instruments (Administrative Regulations)	44
Section 10: Bullying Policy	
Part 1: Bullying and (insert pertaining board policy)	48
Section 11: Appendices	
Appendix A: Education Code Sections 35294.10 – 35294.15 Text	50
Appendix B: SB 187 Text	52
Appendix C: SB 334 Text	53
Appendix D: Sequential Discipline Standard – Elementary/Secondary	55
Appendix E: AB1156 Text	64
Appendix F: Suspensions 2014-15	66
Appendix G: In Lieu of IUSD School District –Emergency Action Plan	67
Appendix H: Suspected Child Abuse Report and Instructions	160

Comprehensive School Safety Plan

<i>Irvine Chinese Immersion Academy</i>
<i>Section 1: General Information – School Safety</i>
<i>Part 1: Our Commitment to School Safety</i>

It is the policy of the ICIA and the Board of Directors that all students enrolled in ICIA, and all employees employed by ICIA have the right to attend campuses, which are safe and secure. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement, and approved by the Board. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy

Section 1: General Information – School Safety

Part 2: Legislative Requirements

The California Education Code (sections 35294.10-35294.15) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. **See Appendix A for CA Education Code sections 35294-35294.15**

This requirement was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause, which stated that this legislation would remain in effect only until January 1, 2000. **See Appendix B for Senate Bill 187 Text. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation. See Appendix C for Senate Bill 334 Text.**

Comprehensive School Safety Plans are required under SB 187/SB 334 to contain the following elements:

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

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

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy

Section 1: General Information – School Safety

Part 3: Maintaining a Safe and Orderly Environment

Irvine Chinese Immersion Academy and the South Coast Charter School Association board are committed to providing a safe environment for students, staff and visitors. Several strategies will be utilized to maintain a high level of school safety. Strategies include, but are not limited to:

- Consultation with local public safety agencies
- Consultation with risk management specialists
- Continuing education and training of school staff
- Inspections and evaluations of school facilities
- Evaluation of safety-related policies and procedures
- Annual review and revision of Comprehensive School Safety Plan

Such strategies will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy

Section 2: Child Abuse Reporting Procedures

Part 1: District Policy; Training; Definitions Board Policy? Admin Regs?

Child Abuse Reporting Procedures

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

All are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

The Executive Director or designee shall provide training regarding the reporting duties of mandated reporters, compliant with EC 44691. (Penal Code 11165.7) However, pursuant to Penal Code [11165.7](#), a lack of training does not excuse any mandated reporter from duty to report suspected child abuse and neglect.

In the event that training is not provided to mandated reporters, the Executive Director or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code [11165.7](#))

Education Code 49380: (a) Irvine Chinese Immersion Academy will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a school safety plan to address the threat of sexual abuse and sex trafficking. (b) ICIA will collaborate with law enforcement on a referral protocol for high-risk pupils and minors. (c) In-service training may be conducted periodically to enable school district personnel to learn about new developments in the understanding of sexual abuse and sex trafficking, and to receive instruction on current prevention efforts and methods. ICIA will include training on early identification of sexual abuse and sex trafficking of pupils and minors.

Parents/guardians may contact the Executive Director or designee to obtain procedures for filing a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site.

The Executive Director or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he or she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code [11172](#))
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he or she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code [11166](#))
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code [11166](#))

Training

Training of mandated reporters shall include child abuse identification and reporting. All employees receiving such training shall receive written notice of state reporting requirements and employees' confidentiality rights. (Penal Code [11165.7](#))

Definitions

[Penal and EdCode Code Lookup Link \(State Legislature\)](#)

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

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code [11165.1](#).
3. Neglect as defined in Penal Code [11165.2](#).
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code [11165.3](#).
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code [11165.4](#).

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code [11165.6](#)).
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment. (Penal Code [11165.6](#))
3. The exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code [44807](#))
4. An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself or herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code [49001](#))
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code [49001](#))

Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated student personnel employees including school psychologists, school counselors, and speech pathologists; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code [11165.7](#))

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse or neglect. (Penal Code [11166](#))

Comprehensive School Safety Plan

<i>Irvine Chinese Immersion Academy</i>
<i>Section 2: Child Abuse Reporting Procedures</i>
<i>Part 2: Child Abuse Reporting Procedures</i>

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

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to Child Protective Services or any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. (Penal Code [11166](#))

Child Abuse Hotline-Child Protective Services (CPS) (800) 540-4000

Law Enforcement Agency with Jurisdiction for Child's Residency

Irvine Police Department (949)724-7000

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

2. Written Report-See Appendix H-Suspected Child Abuse Report and Instructions

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code [11166](#), [11168](#))

Department of Children & Family Services

3075 Wilshire Blvd., Fifth Floor

Los Angeles, CA 90010

The written report shall include completion of the required standard Department of Justice (DOJ) Form (DOJ SS 8572). The mandated reporter may request and receive copies of the appropriate form from either the school district or directly from the local child protective agency.

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

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code [11167](#))

3. Internal Reporting

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to an appropriate agency. When so notified, the principal shall inform the Superintendent or designee. (Penal Code [11166](#))

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

The mandated reporter shall not be required to disclose his or her identity to the principal. (Penal Code [11166](#))

He or she may provide or mail a copy of the written report to the principal, Superintendent or designee without his or her signature or name.

Reporting the information to an employer, supervisor, school principal, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code [11166](#))

All staff should note that your duty is to report and not to investigate the child abuse. Investigation is the responsibility of law enforcement officials and/or the Department of Children's Services.

Victim Interviews

Upon request, a representative of an agency investigating suspected child abuse or neglect may interview a suspected victim during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code [11174.3](#))

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

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

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian as required in other instances of the removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the

parent/guardian of the situation. (Education Code [48906](#))

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy
Section 2: Child Abuse Reporting
Part 3: Parent/Guardian Complaints AR 5141.4

Upon request, the Superintendent or designee shall provide parents/guardians with procedures whereby they can report suspected child abuse occurring at a school site to appropriate agencies. Such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided for parents/guardians whose primary language is other than English. (Education Code [48987](#))

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing with any appropriate agency identified above under "Reporting Procedures."

If a parent/guardian makes a complaint to any district employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency and also is obligated pursuant to Penal Code [11166](#) to file a report himself or herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR [4650](#)(a)(viii)(C). The CDE does not investigate allegations of child abuse but may investigate conditions that may involve immediate physical danger or threaten the health, safety or welfare of the child and which may result in denial of free appropriate public education.

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy
Section 3: Disaster Procedures
Part 1: General Information

ICIA will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents.

ICIA's Emergency Operations Plan is attached to this plan (**see Appendix G**) and outlines in more detail, specific responsibilities for Emergency Response Teams at this location.

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy
Section 4: Notification of Dangerous Pupils
Part 1: Employee Security BP 4158, 4258, 4358 Personnel

The Board of Education desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

Any employee may use reasonable force necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within control of a student. However, employees are prohibited from inflicting corporal punishment on students. All security equipment must be authorized and issued by the district. (Education Code [44807](#), [49001](#), [49331-49333](#))

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

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

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and their students. Staff development may include training in classroom management, effective communication techniques, and crisis resolution.

Employees may not carry or use weapons, including but not limited to, mace, pepper spray, handcuffs, or other devices reserved for police and/or security officers while on school property or at school activities. On a case-by-case basis, however, the Superintendent or designee may give written permission for the possession of a pepper spray weapon that meets the requirements of Penal Code [12403.7](#) when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of a pepper spray device that is not used directly for the self-defense or the protection of another person is considered misused in the state of California.

California Law requires that the maximum canister size be 2.5 ounces net weight and must carry a label that says, "Warning: The use of this substance or device for any purpose other than self-defense is a crime under the law. The contents are dangerous to use with care" and accompanied by written instructions.

Reporting of Injurious Objects

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and act appropriately.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

If criminal or civil proceedings are brought against an employee alleging that the employee committed an

assault in connection with his/her employment, such employee may request the Board of Education to furnish legal counsel to defend the employee in any civil action or proceeding brought against him/her within the limits set by law. (Government Code [995](#))

An employee whose person or property is injured or damaged by the willful misconduct of a student may request the school district to pursue legal action against the student or the student's parent/guardian. (Education Code [48905](#))

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy
Section 4: Notification of Dangerous Pupils
Part 2: Employee Security - Administrative Regulations – AR4258

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code [44807](#), [49001](#)) When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of the persons involved, witnesses, location, and the circumstances of any seizure.

Employees shall promptly report to their principal or other immediate supervisors any attack, assault, or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code [44014](#))

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual.

Reports of attack, assault, or threat also shall be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by the willful misconduct of a student when the property is either (1) located on district property, (2) being transported to or from a district-sponsored event, (3) present at a district-sponsored event, or (4) injured or damaged in retaliation for conduct engaged in by the employee in the exercise of his/her duties, may ask the district to pursue legal action against the student or the student's parent or guardian. (Education Code [48905](#))

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher and other appropriate staff of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code [48900](#), with the exception of the possession or use of tobacco products, or Education Code [48900.2](#), [48900.3](#), [48900.4](#), or [48900.7](#). This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code [49079](#)) Employees shall receive the information in confidence and shall not disseminate it further.

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) and other appropriate staff that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code [48201](#))

Information received by teacher(s) and other appropriate staff shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code [49079](#))

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code [290](#), assault or battery, larceny, vandalism, or graffiti, the Superintendent or

designee shall so inform the school principal, the teacher, and other appropriate staff. (Welfare and Institution Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code [827](#))

When a student is removed from school as a result of his/her offense, the Superintendent or designee shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and Institutions Code [827](#))

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; it shall then be destroyed. (Welfare and Institutions Code [827](#))

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy
Section 5: Suspension and Expulsion
Part 1: Discipline BP

The Board of Education believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district shall foster a learning environment that reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult-directed to self-directed with minimal application of disciplinary measures.

In order to maintain an environment conducive to attaining the highest quality of education in the district, there must exist certain disciplinary policies and regulations relating to student conduct which delineate acceptable behavior and provides the basis for sound disciplinary practices within each school in the district. These policies and regulations will be enforced fairly and uniformly and consistently without regard to race, creed, color, or sex.

The administration, teachers, and classified staff share the mutual responsibility for student conduct and safety and the enforcement of district policies and regulations. The Board shall give all reasonable support and assistance to all employees with respect to the student discipline.

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Sufficient support services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior. Students may be assigned to other alternative programs or be subject to removal from school.

School-Adopted Rules

Please refer to Appendix D – Sequential Discipline Standards

Each site is required to file a copy of its rules and procedures on school discipline with the Superintendent.

In order to ensure that school site rules for student discipline are enforced fairly and uniformly and consistently, the Superintendent shall establish procedures for the development of such rules. All school site rules shall be strictly based on district policy, regulation, and existing law.

All avenues provided in policy, regulation and law for the discipline of students might be utilized in developing site level rules. These include, but are not limited to, positive reinforcement for appropriate behavior, advising and counseling students, conferencing with parents/guardians, detention during and after school hours, alternative educational environments and, if necessary, suspension and expulsion.

Districts are specifically authorized to adopt reasonable regulations to restrict recess time for disciplinary purposes. (Education Code [44807.5](#))

Each school shall solicit the participation, views and advice of the school community, including administrators, teachers, school security personnel, parents/guardians, and students, grades K-12, in developing the site level rules when appropriate.

The adoption of each school's rules on student discipline is the responsibility of the school principal or designee and a representative selected by the classroom teachers employed at the school.

All adopted school site rules shall be subject to Board review and approval at an open meeting prior to

implementation.

School site rules shall be revised periodically as required by any changes in district policy, regulation or law, and shall undergo the site level rule review and adoption process at least every four years.

Each new school in the district shall operate under a district model discipline plan until such time that the discipline committee at the new site has developed its own plan. The new school shall follow the procedures outlined in this policy in developing its plan, but shall not be required to submit its official site discipline plan for Board review until December of the year following the school's opening.

Notice to Parents/guardians and Students

The principal of each school shall ensure that every student and his or her parent/guardian is notified in writing of all Board policies, administrative regulations, and individual school rules related to discipline at the beginning of each school year and that transfer students and their parents/guardians are so advised at the time of enrollment in school.

The notice shall include the fact that these rules and regulations are available on request at the principal's office in all district schools.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. School administrators and teachers shall employ other means of disciplining students who violate school rules, district regulations, or district policies.

The use of reasonable and necessary force by an employee to protect oneself or students or to prevent damage to district property shall not be considered corporal punishment for purposes of this policy. (Education Code [49001](#))

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy
Section 5: Suspension and Expulsion
Part 2: Expulsion

Expulsion

The Board of Education recognizes that maintaining an environment that promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. Existing law provides that a pupil shall not be suspended from school or recommended for expulsion unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed a specified act. Existing law also authorizes a superintendent of the school district or principal to use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this provision. This bill would instead authorize a superintendent of the school district or principal of the school to use alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior, as specified. Existing law requires the imposition of suspension only when other means of correction fail to bring about proper conduct but authorizes the suspension of a pupil, including an individual with exceptional needs, upon a first offense if the principal or superintendent of schools determines that specified offenses were committed or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process. This bill would authorize a school district to document the other means of correction used and place that documentation in the pupil's record. The bill would also specify that other means of correction include, but are not limited to, among other things, a positive behavior support approach with tiered interventions that occur during the school day on campus, a conference between school personnel, the pupil's parent or guardian, and the pupil, participation in a restorative justice program, and after-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors.

Except in cases where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code [48900.5](#))

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. (Education Code [48915](#))

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Each principal shall annually inform all students and parents/guardians of the school's discipline rules and procedures and of the availability of all district policies and regulations dealing with student discipline, suspension and expulsion. (Education Code [35291](#), [35291.5](#))

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities. (Education Code [48900](#))

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy
Section 5: Suspension and Expulsion
Part 3: Student Due Process; Required Parental Attendance

Student Due Process

The Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The administration and staff shall comply with procedures for notices and appeals as specified in regulation. Procedures governing student due process shall conform in all aspects to provisions in law. (Education Codes 48911, 48915 and 48915.5)

Whenever a student is suspended, school officials may (but are not required to) meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. (Education Code [48914](#)).

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise. The Board recognizes, however, that initial efforts sometimes fail to bring about improvement, and that current law enables parents/guardians to be absent from work without endangering their employment status in order to attend a portion of their child's school day at a teacher's request. Besides furthering improved classroom behavior, such attendance can promote positive parent-child interactions. When appropriate, the school may inform parents/guardians of available school and community resources and counseling which may assist them in developing more effective parenting skills.

Whenever a student is suspended from a class because he or she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was suspended may require the student's parent/guardian to attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code [48900.1](#))

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may consider informing the parent/ guardian about available resources that may provide help in the development of parenting skills. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

Parental attendance may be required on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented by serious illness/injury/disability, absence from town, or inability to get certain release time from work.

District regulations and school site rules for student discipline shall include procedures for implementing parental attendance requirements.

This policy shall apply only to a parent/guardian who actually lives with the student. (Education Code [48900.1](#))

Parents/guardians shall be notified of this policy before it is implemented and at the beginning of each subsequent school year. (Education Codes 48900.1, 35291, 48980)

Please refer to Appendix D – Sequential Discipline Standards for both Elementary and Secondary

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy
Section 5: Suspension and Expulsion
Part 4: Suspension and Expulsion/Due Process (Student with Disabilities) AR 5144.2

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion, which apply to students without disabilities. All the procedural safeguards established by district policies and regulations shall be observed in considering the suspension of special education students, including the requirement that, depending on the nature of the conduct, some form of in-school intervention be used prior to suspension to show that suspension was imposed only when other means of correction failed to bring about proper conduct. (Education Code [48900.5](#)) However, a student may be suspended upon a first offense, as indicated in AR 5144.1.

For students who are in need or who are believed to be in need of special education or related services the Individualized Education Program (IEP) team shall convene when the student accumulates 10 days of suspension during the school year. The team shall meet as soon as possible after the tenth day of suspension to review the appropriateness of the student's placement, the need for any additional services, and the relationship, if any, between the identified disability and the misconduct.

The Superintendent or designee may suspend a special education student for up to five school days for a total of not more than 10 days for any one occurrence.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the district had knowledge that the student was disabled before the behavior occurred. (20 USC [1415](#)(k)(5))

The district shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (20 USC [1415](#)(k)(5); 34 CFR 300.527)

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services.
2. The behavior or performance of the student demonstrates the need for such services, in accordance with 34 CFR [300.7](#).
3. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR [300.530-300.536](#).
4. The teacher of the student or other district personnel has expressed concern about the behavior or performance of the student to the district's director of special education or to other personnel in accordance with the district's established child find or special education referral system.

The district would be deemed to not have knowledge as specified in items 1 through 4 above if, as a result of receiving such information, the district either conducted an evaluation and determined that the student was not a student with a disability or determined that an evaluation was not necessary and provided notice to the

parent/guardian of its determination. (34 CFR 300.527)

If it is determined that the district did not have knowledge that the student was disabled prior to taking disciplinary action against the student, then the student shall be disciplined in accordance with procedures established for students without disabilities. (20 USC [1415\(k\)\(8\)](#))

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (34 CFR 300.527)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) do not constitute a change in placement pursuant to 34 CFR [300.519](#). (Education Code [48903](#); 34 CFR [300.520](#))

The principal or designee shall monitor the number of days, including portions of days, that students with valid individualized education programs (IEP) have been suspended during the school year.

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services during the term of suspension, to the extent necessary to provide the student a free and appropriate public education. (20 USC [1412\(a\)\(1\)\(A\)](#); 34 CFR [300.520](#))

If a student with disabilities is excluded from school bus transportation, the student is entitled to be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in the student's IEP. (Education Code [48915.5](#))

Interim Alternative Placement Due to Dangerous Behavior

A student with a disability may be placed in an appropriate interim alternative educational setting for up to 45 days when he or she commits one of the following acts: (20 USC [1415\(k\)\(1\)](#); 34 CFR [300.520](#))

1. Carries a weapon, as defined in 18 USC 930, to school or to a school function.
2. Knowingly possesses or uses illegal drugs while at school or a school function.
3. Sells or solicits the sale of a controlled substance while at school or a school activity as identified in 21 USC 812(c), Schedules I-V.
4. Inflicts serious bodily injury upon another person as defined in: (18 USC 1365)

The student's IEP team shall determine the student's alternative educational setting. (20 USC [1415\(k\)\(2\)](#))

A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer: (20 USC [1415\(k\)\(2\)](#); 34 CFR 300.521, 300.522)

1. Determines that the district has established by substantial evidence, meaning beyond a preponderance of the evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others.

2. Considers the appropriateness of the student's current placement.
3. Considers whether the district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services.
4. Determines that the interim alternative educational setting proposed by school personnel who have met with the student's special education teacher allows the student to:
 - a. Progress in the general curriculum and continue to receive those services and modifications, including those described in his or her IEP, to enable the student to meet the goals of the IEP.
 - b. Receive services and modifications designed to address the behavior and ensure that the behavior does not recur.

The student may be placed in the interim alternative educational setting for up to 45 days, or until the conclusion of any due process hearing proceedings requested by the parent/guardian. (20 USC [1415\(k\)\(2\)](#))

Behavioral Assessment and Intervention Plan

Not later than 10 business days after a student has been suspended for more than 10 school days or placed in an alternative educational setting, the district shall convene an IEP team meeting to conduct a functional behavior assessment and implement a behavioral intervention plan. If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it as necessary to address the behavior. (20 USC [1415\(k\)\(1\)](#); 34 CFR [300.520](#))

As soon as practicable after developing the behavioral intervention plan and completing the required assessments, the IEP team shall meet to develop appropriate behavioral interventions to address the behavior and shall implement those interventions. (34 CFR [300.520](#))

Procedural Safeguards/Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement is contemplated: (20 USC [1415\(k\)\(4\)](#); 34 CFR 300.523)

1. The parents/guardians of the student shall be immediately notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR [300.504](#) on the day the decision to take action is made.
2. Immediately if possible, but in no case later than 10 school days after the date of the decision, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.

At this review, the IEP team and other qualified personnel shall consider, in terms of the behavior subject to the disciplinary action, all relevant information, including: (20 USC [1415\(k\)\(4\)](#); 34 CFR 300.523)

- a. Evaluation and diagnostic results, including the results or other relevant information supplied by the student's parents/guardians.
- b. Observations of the student.
- c. The student's IEP and placement

In relationship to the behavior subject to the disciplinary action, the team shall then determine whether the IEP and placement were appropriate and whether supplementary aids, services, and behavioral intervention strategies were provided consistent with the student's IEP and placement. The team shall also determine that the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior, nor did it impair his or her ability to control the behavior subject to the disciplinary action. (20 USC [1415\(k\)\(4\)](#); 34 CFR 300.523)

If the team determines that the student's behavior was not a manifestation of his or her disability, then the student may be disciplined in accordance with the procedures for students without disabilities, as long as the student continues to receive services to the extent necessary to provide that student a free and appropriate public education. (20 USC [1415\(k\)\(4\)](#); 34 CFR 300.524)

If the team determines that the student's behavior was a manifestation of his or her disability, then the student's placement may be changed only via the IEP process. (20 USC [1415\(k\)\(4\)](#))

Due Process Appeals

If the parent/guardian disagrees with a decision that the behavior was not a manifestation of the student's disability or with any decision regarding placement, he or she has a right to appeal the decision. (20 USC [1415\(k\)\(3\)](#); 34 CFR 300.525)

If the student's parent/guardian initiates a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative setting pending the decision of the hearing officer or the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (34 CFR 300.526)

If school personnel maintain that it is dangerous for the student to be placed in the current placement (placement prior to removal to the interim alternative education setting), during the pendency of the due process proceedings, the Superintendent or designee may request an expedited due process hearing. (34 CFR 300.526)

Expulsion

The Board of Education may expel a student who is in need or believed to be in need of special education or related services only if an individualized education program team has determined that (1) the misconduct was not caused by, or a direct manifestation of, the student's identified handicap; and (2) the student was appropriately placed at the time the misconduct occurred. (Education Code [48915.5](#))

If a student is in need or believed to be in need of special education or related services at the time the recommendation for expulsion is made, the procedures and timelines governing expulsion shall be the same as those for other students recommended for expulsion specified in AR 5144.1, except that an Individualized Education Program (IEP) team meeting shall be held under conditions and with possible consequences as follows: (Education Code [48915.5](#))

1. The IEP meeting shall be held within four school days after recommendation for expulsion by the site administrator, unless the Superintendent or designee extends the suspension to 10 days. In the event of an extension, the IEP meeting shall be held within 10 days after the recommendation for expulsion by the site administrator.
2. The parent/guardian shall be notified of his or her right to participate in the meeting at least 48 hours before the meeting.
3. Unless a parent/guardian has requested a postponement, the meeting may be conducted without the

parents/guardians' participation.

4. A parents/guardians' request that the meeting be postponed shall be granted for up to three additional school days. The district shall extend any suspension of the student for the period of postponement.

5. The IEP team shall determine if the misconduct was caused by, or a direct manifestation of, the student's identified handicap. The IEP team shall also determine if the student had been appropriately placed at the time the misconduct occurred.

6. In reaching its decision, the team shall base its decision on results of a comprehensive evaluation. (34 Code of Federal Regulations 104.35) In addition, it may base its decision on relevant information that has been acquired within three years of the date of the alleged misconduct.

Relevant information shall include all of the following:

a. A review of the student's school progress and behavior, if available, including, but not limited to, a review of the student's individualized education program, teacher progress reports and comments, school health records, and school discipline records.

b. A review of the ability of the student to conform his or her behavior to the prescribed standards, and a determination of the relationship, if any, between the student's behavior and his or her handicapping condition.

7. If the IEP team determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's handicapping condition, and if it is determined that the student was appropriately placed, the student shall be subject to the applicable disciplinary actions and procedures prescribed for suspension and expulsions of all students.

8. The parent/guardian of each student with previously identified exceptional needs has a right to a due process hearing conducted pursuant to Section 1415 of Title 20 of the United States Code if the parent/ guardian disagrees with the decision of the IEP team.

9. If the state's special education due process hearing is initiated by the parent/guardian due to a disagreement with the IEP team recommendations, the district shall cooperate with the State Department of Education towards achieving an expeditious resolution to the disagreement.

10. If a parent/guardian demands a due process hearing concerning the IEP determination, the student shall remain in his then current placement pending resolution of the due process proceeding unless:

a. He or she has been suspended. Such suspension may not exceed five consecutive school days for a single incident of misconduct, unless extended by five additional days when the student poses an immediate threat to the safety of others. (Education Code [48911](#), Honig v. Doe

b. The student and his or her parents/guardians agree to a change in placement. (Education Code [56505](#))

c. A court order has been obtained permitting such a change in placement.

d. The change is a "minor" change in program or services rather than a "significant" change in placement. (Doe v. Maher)

11. Parental consent is not required as a condition for expulsion proceedings or the decision to expel. (Education Code [48915.5](#))

12. If a student with a disability possesses at school or at a school activity a weapon as defined in the 18 USC [921](#), he or she shall be immediately suspended and may be placed in an alternative educational setting for not more than 45 calendar days, or until the conclusion of any due process proceedings requested by the parent/guardian. The student's alternative educational setting shall be determined by the student's IEP team or school site committee. (Education Code [48915](#); 20 USC [1415](#))

Services During Expulsion

Expelled students shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC [1412](#)(a)(1)(A); 34 CFR [300.121](#), [300.520](#))

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students.

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code [245](#). (Education Code [48902](#))

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code [626.9](#) and [626.10](#). (Education Code [48902](#))

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code [48900](#)(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code [48902](#))

Comprehensive School Safety Plan

IRvine Chinese Immersion Acaemy
Section 5: Suspension and Expulsion
Part 5: Students Expelled From Other Districts BP 5119

The Board of Education realizes that students expelled from school for serious offenses represent a possible danger to the students or staff at other schools in which they may seek to enroll. The Board of Education, therefore, shall request expulsion information from the sending District whenever it receives a request to enroll someone who has been expelled.

Students expelled for infractions of the following Education Code [48915](#), [48915.1](#), and [48915.2](#), will be referred to an appropriate placement:

1. Causing serious physical injury to another person, except in self-defense.
2. Possessing any knife; possession or furnishing a firearm, explosive or other dangerous object of no reasonable use to the student; brandishing a knife at another person.
3. Unlawfully possessing or selling any controlled substance, as listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Robbery or extortion.

Pursuant to Education Code [46601](#), students who are under consideration for expulsion or who have been expelled pursuant to Education Code [48915](#) and [48918](#) may not appeal inter-district attendance denials or decisions while expulsion proceedings are pending or during the term of the expulsion.

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy
Section 5: Suspension and Expulsion
Part 6: Students Expelled From Other Districts Administrative Regulations - AR 5119

No student shall be enrolled until after the term of his or her expulsion if the expulsion was for any of the following acts: (Education Code [48915](#), [48915](#) (c), 48915.2)

1. Possessing or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Brandishing a knife.
3. Unlawfully selling a controlled substance as listed in Health and Safety Code [11053-11058](#).
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code [48900](#)(n).
5. Causing serious physical injury to another person, except in self-defense.
6. Possessing any knife, explosive or other dangerous object of no reasonable use to the student.
7. Unlawfully possessing any controlled substance, as listed in the Health and Safety Code, except for the first offense for possessing not more than one ounce of marijuana, other than concentrated cannabis. (Health and Safety Code [11053-11058](#))
8. Robbery or extortion.
9. Assault or battery upon a school employee as defined in Penal Code [240](#) and [242](#).

As student expelled for acts other than those specified above may be admitted or conditionally admitted during the term of expulsion when the Board of Education determines, after a re-entry hearing, that the student does not pose a potential danger to District students or employees. If the student is found to pose a potential danger, the Board of Education may deny enrollment for the remainder of the expulsion period. (Education Code [48915.1](#)) Students are to be referred to an appropriate placement for the remainder of the expulsion.

If the parent/guardian or student, upon seeking enrollment, did not inform the district as required by law, of the student's status with his or her previous District, this lack of compliance shall be recorded and discussed during the re-entry hearing at the end of the expulsion term. (Education Code [48915.1](#))

Students who are under consideration for expulsion or who have been expelled pursuant to Education Code [48915](#) and [48918](#) may not appeal inter-district attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code [4660](#))

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy
Section 6: Sexual Harassment Policy
Part 1: Student Sexual Harassment

The Board of Education is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or any school-related activity.

The principal 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 be assured that they need not endure, for any reason, any harassment that impairs the educational environment or a student's emotional or physical well-being at school or any school-related activity.

Any student who engages in the sexual harassment of anyone at school or 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 through 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 the laws relating to child abuse.

Students shall be informed that they should immediately contact a staff member if they feel they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to the Director, Certificated Employee Services, who is also the District's Title IX Coordinator. 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 sexual harassment of a student. Upon verifying that sexual harassment has occurred, he or she shall ensure that appropriate action is taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. If a situation involving sexual harassment is not promptly remedied by the principal or designee, a complaint of sexual harassment can be filed in accordance with AR 1312.3 - Uniform Complaint Procedures.

The district prohibits retaliatory behavior against any complainant or participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. 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.

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy
Section 6: Sexual Harassment Policy
Part 2: Student Sexual Harassment AR 5145.7

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting when:

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

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

1. Unwelcome leering, sexual flirtations, or propositions.
 2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
 3. Graphic verbal comments about an individual's body or overly personal conversation.
 4. Sexual jokes, notes, stories, drawings, pictures, or gestures.
 5. Spreading sexual rumors.
 6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
 7. Touching an individual's body or clothes in a sexual way.
 8. Purposefully cornering or blocking normal movements or limiting a student's access to educational tools.
 9. Displaying sexually suggestive objects in the educational environment.
 10. Any act of retaliation against an individual who reports a violation of the district's harassment policy, or who participates in the investigation of a sexual harassment complaint.
- Each principal has the responsibility for maintaining an educational environment free of sexual harassment. This responsibility includes discussing and implementing the district's sexual harassment policy with students and assuring them that they are not required to endure sexually insulting, degrading, or exploitative treatment, or any other form of sexual harassment.

Notifications

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

1. Be displayed in a prominent location in the administrative offices of the district.
2. Be displayed in a prominent location near each school principal's office.
3. Be provided to each employee and employee organization at the beginning of each school year or each time a new employee is hired.
4. Be provided to each new student at the time the student is enrolled in the school and as part of any orientation program for new students at the beginning of each quarter, semester, or summer session.
5. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct.
6. Be included in the notifications sent out to parents/guardians at the beginning of each school year.
7. Include the name, office address, and telephone number of the Title IX coordinator:

**Irvine Chinese immersion Academy
Executive Director
1 Liberty
Irvine, CA 92620
949 517-1610**

1. The principal or designee shall promptly and fully investigate any complaint of harassment made by or about a District student. In so doing, the principal or designee shall speak individually with the following:
 - a. The student making the complaint.
 - b. The person accused of harassment.
 - c. Anyone who saw or heard the harassment take place.
 - d. Anyone mentioned as having related information.
2. The student who complained shall have an opportunity to describe the incident, present witnesses, and other evidence of the harassment, and put his or her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. Where necessary to carry out the investigation or for other good reasons that apply to the particular situation, the principal or designee may also discuss the complaint with the following persons:
 - a. The parents/guardians of the student who complained.
 - b. The parents/guardians of the person accused of harassing someone.
 - c. Teacher(s) or staff member(s) who have knowledge of the student(s) involved and may be of assistance in determining who is telling the truth about what might have occurred.

- d. The district's Title IX coordinator (the Title IX coordinator may contact legal counsel, where appropriate).
 - e. Appropriate child protective service and law enforcement authorities.
4. When the student who complained and the person accused of harassment so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
 5. The principal or designee shall tell the student who complained that he or she has the right to file a formal complaint at any time in accordance with the district's uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.
 6. In reaching a decision about the complaint, the principal or designee may take into account:
 - a. How the misconduct affected one or more students' education.
 - b. The type, frequency and duration of the misconduct.
 - c. The number of persons involved.
 - d. The age and sex of the person accused of harassment.
 - e. The subject(s) of harassment.
 - f. The place and situation where the incident(s) occurred.
 - g. Other incidents at the school, including incidents or harassment that were not related to sex.
 7. The principal or designee shall write a report of his or her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. In the absence of good cause for delay, this report shall be due within 30 days of the inception of the investigation.
 8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If he or she verifies that sexual harassment occurred, this report shall describe the actions he or she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment.

Within two weeks after receiving the complaint, the principal or designee shall determine whether the student who complained has been harassed further. The principal or designee shall keep a record of this information.

The principal or designee shall keep a record of the report, materials gathered in the course of his or her investigation, and student complaint(s). These materials shall be kept in strict confidence.

9. Disciplinary action, up to and including expulsion, will be taken if appropriate according to the uniform discipline procedures stated in the student handbook. Documents will be forwarded to the CWA office as necessary. Due Process timelines will be followed.

The principal or designee shall take appropriate actions to enforce the district's sexual harassment policy. As needed, these actions may include the following:

1. Removing vulgar or offending graffiti.
2. Providing staff in-service and student instruction or counseling.
3. Notifying parents/guardians.
4. Notifying child protective services.
5. Taking appropriate disciplinary action. In addition the principal or designee may take disciplinary action against any person who is found to have made a complaint of sexual harassment, which he or she knew was not true.

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy

Section 7: School Dress and Grooming

Part 1: Policy, Gang Related Apparel & Uniforms

Board of Education policy based on State Education Code states that all students shall be required to dress and groom for school with attention and emphasis on the following: a) neatness; b) cleanliness; c) safety; and d) modesty. Regulations regarding student dress shall be imposed whenever the mode of dress in question is unsafe for the student or those around the student, or is disruptive or distracting to school operations and the education process in general.

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board of Education expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction, which would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

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

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board of Education for approval. The Board of Education shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code [35183](#)) The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Comprehensive School Safety Plan

Irvine Chinese Immerison Acadmey
Section 7: School Dress and Grooming AR 5132
Part 2: Policy, Gang Related Apparel & Uniforms

Students are expected to attend school in clean, neat clothing. It is the mission of the District not only to provide academic education but also to provide education in morals, manners, dress, and grooming because these are elements of good citizenship. Research has shown that student dress and appearance affect student attitudes and conduct. These guidelines are intended to define "appropriate student attire" and personal grooming. Their purpose is to prevent disruption of classroom atmosphere, enhance classroom decorum, eliminate disturbances among other students in attendance, and minimize distraction of other students so as not to interfere with the educational process. It is also intended to help protect the health and welfare of the individual student. Final decision as to whether student dress or grooming is, in fact, disruptive or distracting shall be made by the Principal or designee.

Gang-Related Apparel

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

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

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

All students shall abide by the following:

1. Hair and physical appearance shall be clean and neatly groomed. Aerosol cans of any kind are not permitted at school, i.e., hair color, hair spray. No excessive makeup is allowed.
2. Shoes must be worn at all times. For safety purposes, sandals must be held in place with heel strap. Steel-toed shoes, skate shoes and slippers are not permitted. Cleats are not permitted except as required for athletic/sports purposes.
3. Lettering or printing will be allowed on shirts, sweatshirts, jewelry, personal items (backpacks, fanny packs, gym bags, water bottles, etc.) and other apparel as long as it is acceptable for school attire. Crude or vulgar printing or pictures depicting tobacco, drugs, alcoholic beverages, gang-related names or symbols, or those that are sexually suggestive are not allowed. Site administration reserves the right to declare unacceptable any item of clothing, printing, or accessory depicting any logo that has been identified to be gang related (including sport team jerseys), per site policy.
4. Pant size must be appropriate. The fullness must not interfere with the normal school activities. If the

student removes the belt, pants must not fall more than two inches below the hipbone. The crotch should not drop lower than the fingertips of the extended hand. The length of the pant should not extend past the heel of the shoe. When side seams are pulled out straight and then are crossed to the front, the edge of the pants should not cross the mid-point of the leg.

5. All clothing shall be within the bounds of decency and good taste as appropriate for school. Garments shall be sufficient to conceal undergarments at all times. Night clothing (pajamas) and slippers are not to be worn to school.

6. Dresses, skirts and shorts shorter than mid-thigh are prohibited.

7. No garment may be worn that is cut-off, ragged or torn.

8. No "see through" or "fish net" type of blouse or shirt may be worn. Students must wear shirts at all times. No muscle shirts, undershirts, tank tops, halter-tops, off-the-shoulder or low-cut tops; or bare midriffs are permitted.

9. No gang-related apparel (as determined by site guidelines).

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

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

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

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

Parents/guardians shall also be informed of their right to have their child exempted.

Wearing of Shorts

Students may be allowed to wear Bermuda shorts, walking shorts, or shorts of this type within the following guidelines:

1. Shorts must be hemmed and straight legged.
2. The length of the shorts must be within the bounds of decency and in good taste as appropriate for school.
3. The shorts length should not be shorter than the end of the extended fingertips.
4. Short shorts are not to be worn at school.

Shorts that do not meet these criteria are not allowed. Tops worn with shorts must adhere to the guidelines previously stated.

Colors

Students shall not wear clothing or apparel identified by school personnel as "colors." The term "colors" is defined as a display by the wearing or placement of apparel by a group of students, or an individual student, which would signify the membership or intent of membership in a student group known to advocate or participate in disruptive or illegal behavior.

Students violating any part of this dress code will be issued one warning and sent home to change into appropriate clothing if necessary. The second violation of the same nature will result in the student being referred to the principal for discipline.

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy
Section 8: Safe Ingress and Egress
Part 1: Safe Ingress and Egress

Safe Ingress and Egress

ICIA will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the school may utilize consultants to conduct periodic inspections of the school.

Any problems associated with safe ingress and egress will be addressed immediately.

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy
Section 9: Weapons and Dangerous Instruments Student
Part 1: Weapons and Dangerous Instruments

Weapons

The Board of Education desires students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

Possession of Weapons

The Board of Education prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school.

Unless he/she has obtained prior written permission as specified below, any student who is determined to have brought a firearm to school or possessed a firearm at school, as verified by a school employee, shall be expelled for not less than one year, except that the Board of Education may set an earlier date for readmission on a case-by-case basis, in accordance with Board of Education policy and administrative regulation. (Education Code [48915](#); 20 USC [7151](#))

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with law, Board of Education policy and administrative regulations.

Under the power granted to the Board of Education to maintain order and discipline in the schools and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

The Principal or designee shall notify law enforcement authorities when any student possesses a weapon without permission or commits any act of assault with a firearm or other weapon. (20 USC [7151](#); Education Code [48902](#); Penal Code [245](#), [626.9](#), [626.10](#))

Advanced Permission for Possession of a Firearm for Educational Use

A student who desires to possess or transport a firearm or imitation firearm on school grounds for an educational purpose shall request prior permission from the Principal at least five school days in advance of the planned possession. The student's parent/guardian shall provide written permission explaining the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.

On a case-by-case basis, the Principal shall determine whether to grant permission for such possession when necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well being of students or staff. If the Principal grants such permission, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.

The Principal and/or a staff member with knowledge of firearm safety shall inspect the weapon to ensure that necessary safety precautions have been taken, including inspection to ensure that no live ammunition is present. The firearm shall be stored in a locked vehicle or in an appropriate, locked container before and after the educational activity.

A student granted permission to possess a firearm may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board of Education encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also provide a method of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Irvine Chinese Immersion Academy
Section 9: Weapons and Dangerous Instruments AR 5131.7 Students
Part 2: Weapons and Dangerous Instruments

Students shall not possess weapons, look-alikes, or dangerous instruments of any kind on school grounds or buildings, nor on school buses, nor on any school-related or school-sponsored activity away from school facilities unless written permission has been obtained from the principal.

Weapons and dangerous instruments include, but are not necessarily limited to:

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any device capable of chemically propelling a projectile.

For school purposes, this includes air-guns, CO2 guns, paint guns, BB guns, pellet guns and dart or spring action guns and non-operating devices made to look like a firearm, which might be used for intimidation.

2. Cutting and puncturing devices: Dirks, daggers, legal knives, illegal knives (blades longer than three and one-half inches, folding knives with a blade that locks into place), razors with an unguarded blade, Kirpans, and any other device capable of cutting or puncturing.

3. Explosive and/or incendiary devices: pipe bombs, time bombs, tear gas and tear gas weapons, firecrackers, cap guns, caps, containers of inflammable fluids, and other hazardous devices.

4. Any other dangerous device, instrument or weapon, especially those defined in Penal Code [12020](#), including a blackjack, slingshot, billy club, nunchakus, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon.

5. Other: any other objects that could be used to inflict harm.

Possession of or bringing such weapons or devices on school grounds may also be a violation of the Penal Code, and therefore any violation of this regulation shall be reported to the local law enforcement agency. Students who violate this regulation will be subject to immediate suspension and possible expulsion by the Board of Education.

Any school employee may confiscate any of the above devices and any other dangerous device, instrument or weapon, especially those defined in Penal Code [12020](#), including a blackjack, slingshot, billy club, nunchakus, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon. Objects may not be returned.

Every employee seizing any weapon or dangerous instrument under the provision of this regulation shall report the incident to the building Principal immediately, and deliver the seized device to the Principal, together with name(s) of persons involved, witnesses, location and circumstances of the seizure.

If it is known that a student has possession of such a device but the device has not been seized, the employee should report the matter to the Principal immediately, and the Principal shall take such action as is appropriate. This Principal shall report all student violations of this regulation to the Superintendent or designee.

If an employee knows that a student possesses a weapon or dangerous device that has not been confiscated, the employee shall report the matter to the Principal immediately, and the Principal shall take appropriate action.

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

In accordance with law, the Principal or designee shall notify law enforcement authorities of any acts of assault by a student with a firearm or any other deadly weapon or instrument, and of any possession or seizure of a firearm or any cutting or puncturing device identified in Item 2 above. (Education Code [48902](#), Penal Code [245](#), [626.9](#), [626.10](#))

The Principal or designee may notify law enforcement authorities regarding the seizure or possession of other dangerous devices. The Principal shall take disciplinary action which he or she determines proper in accordance with Board of Education policies and regulations.

The Principal shall report any possession of a weapon or dangerous instrument, including replicas, to the student's parents/guardians by telephone or in person, and followed by written notification.

Gangs

The Board of Education desires to keep District schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Board of Education therefore prohibits the presence of any apparel, jewelry, accessory, notebook or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in such a group. This policy shall be applied at the Principal's discretion as the need for it arises at individual school sites. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

The Superintendent or designee shall provide in-service training, which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

The Board of Education realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian.

Drugs and Alcohol

The Board of Education believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board of Education desires to keep District schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.

The Superintendent or designee shall develop, implement and evaluate a science-based/research-based comprehensive prevention and intervention program designed to prevent or reduce alcohol or other drug use. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the

involvement of parents/guardians and coordination with appropriate community agencies and organizations.

The Board of Education and Superintendent shall agree upon measures that will be used to monitor and determine the effectiveness of the District's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among District students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall consult with Principals, teachers, counselors, other school personnel, students and parents/guardians when developing the District's program.

The Superintendent or designee shall clearly communicate to all students, staff and parents/guardians the District's policies, regulations and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

The District's Title IV Coordinator or designee shall collaborate with the Riverside County Office of Education (RCOE) in the establishment of planning and implementing Alcohol and Drug Prevention programs by networking with other Title IV coordinators throughout the county.

Instruction

The District shall provide science-based/research-based preventative instruction, which has been proven effective in helping students avoid the use of alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal. (20 USC [7114](#), [7162](#); Health and Safety Code [11999.2](#))

The District shall offer staff development activities for staff to include Student Assistance Program (SAP) counselors who implement the comprehensive drug and alcohol prevention and intervention program.

Intervention, Referral and Recovering Student Support

The Board of Education believes that effective interventions should be available to assist students who use alcohol and other drugs. School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling referral and other student assistance programs. The District shall help recovering students to avoid re-involvement with alcohol and other drugs by providing school and/or community service activities designed to increase students' sense of community.

The Board of Education strongly encourages any student who is using alcohol or drugs to discuss the matter with his or her parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school-sponsored activities.

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board of Education policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

Comprehensive School Safety Plan

Irvine Chinese Immersion Academy

Bullying Policy

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

“Bullying” is legally defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil or pupil in fear of harm to that pupil’s or those pupils’ person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience substantial interference with his/her ability to participate in/benefit from the services or activities.

-“Electronic act” means the creation and transmission of a communication originated on or off school site, by means of an electronic act, including but not limited to a message, text, sound or image, or a post on a social network Internet website.

-“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/her age, or for a person of his/her age with his/her exceptional needs. (California Education Code 48900)

(cf. 5131 - Conduct) (cf. 5136 - Gangs) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment) (cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and/or assuming that person's identity in order to damage that person's reputation. (cf. 5145.2 - Freedom of Speech/Expression)

Strategies for addressing bullying in schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans. (cf. 0420 - School Plans/Site Councils) (cf. 0450 - Comprehensive Safety Plan) (cf. 1220 - Citizen Advisory Committees) (cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 6020 - Parent Involvement)

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

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate

means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying. *(cf. 5137 - Positive School Climate)*

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. The district and school staff shall model behaviors expected of students. *(cf. 6142.8 - Comprehensive Health Education) (cf. 6142.94 - History-Social Science Instruction)*

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response. *(cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)*

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. *(Education Code 234.1)*

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

The Superintendent, principal, or principal's designee may refer a target, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. *(Education Code 48900.9) (cf. 6164.2 – Guidance/Counseling Services)*

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying must report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within 24 hours of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. Within 48 hours of receiving a report of bullying, the principal shall notify the district compliance officer.

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

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR

1312.3. The student who is the alleged target of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaints of bullying shall be investigated within 24 hours.

If it is determined that a complaint is about discriminatory bullying, based on actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, mental or physical disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, the complaint shall be resolved in accordance with law and the district's union complaint procedures specified in AR 1312.3.

If it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include other means of correction, counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations. (*cf. 5138 - Conflict Resolution/Peer Mediation*) (*cf. 5144 - Discipline*) (*cf. 5144.1 - Suspension and Expulsion/Due Process*) (*cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)*) (*cf. 6159.4 - Behavioral Interventions for Special Education Students*)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal. (*cf. 4117.4 - Dismissal*) (*cf. 4118 - Suspension/Disciplinary Action*) (*cf. 4119.21/4219.21/4319.21 - Professional Standards*) (*cf. 4218 - Dismissal/Suspension/Disciplinary Action*)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination 32282 Comprehensive safety plan 32283.5 Bullying; online training 35181 Governing board policy on responsibilities of students 35291-35291.5 Rules 48900-48925 Suspension or expulsion 48985 Translation of notices 52060-52077 Local control and accountability plan.

PENAL CODE

422.55 Definition of hate crime 647 Use of camera or other instrument to invade person's privacy; misdemeanor 647.7 Use of camera or other instrument to invade person's privacy; punishment 653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complain procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504 106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County school District, (2013) 728 F.3d 1062 *J.C. v. Beverly Hills Unified School District*, (2010) 711 F.Supp.2d 1094 *Lavine v. Blaine School District*, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS *Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance*, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012 *Safe Schools: Strategies for Governing Boards to Ensure Student Success*, 2011

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008 Bullying at School, 2003
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Bullying of Students with Disabilities, August 2013
Dear Colleague Letter: Harassment and Bullying, October 2010
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>
Common Sense Media: <http://www.commonsensemedia.org>
National School Safety Center: <http://www.schoolsafety.us>
ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>
U.S. Department of Education: <http://www.ed.gov>

In compliance with (Insert SB Policy) ICIA will implement policies, programs, trainings and activities in the prevention of physical, psychological and emotional harm to students, which interfere with the pupil's ability to learn and participate in school activities.

For the complete text off *, effective Insert Date please refer to Appendix E.**

ICIA t shall be free from discrimination, including harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin and physical or mental disability, age or sexual orientation.

It is intended that harmonious relationships be promoted that enable students to gain a true understanding of civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

Comprehensive School Safety Plan

Section 11

APPENDICES

Appendix A: Education Code Sections 35294 – 35294.9 Text

35294.10. (a) It is the intent of the Legislature that all public schools with any combination of instructional settings from kindergarten to grade 7, inclusive, have access to supplemental resources to establish programs and strategies that promote school safety and emphasize violence prevention among children and youth in the public schools. It is further the intent of the Legislature to fund and coordinate the programs and activities carried out pursuant to the Interagency School Safety Demonstration Act of 1985 (Chapter 2.5 (commencing with Section 32260)), relating to safe school model programs; Article 5 (commencing with Section 32280) of Chapter 2.5 of Part 19, relating to the development of school safety plans; and Article 6 (commencing with Section 32296) of Chapter 2.5 of Part 19, relating to school community policing, in a cooperative and interactive effort to promote school safety and violence prevention in the public schools.

(b) It is further the intent of the Legislature that the Superintendent of Public Instruction and the Attorney General shall utilize available resources to make every effort to coordinate activities and the distribution of resources to maximize their effective and efficient use in establishing and maintaining safe schools.

35294.11. (a) The School Safety and Violence Prevention Strategy Program is hereby established to be administered by the Superintendent of Public Instruction for the purpose of promoting school safety and violence prevention programs among children and youth in the public schools.

(b) The Superintendent of Public Instruction, in conjunction with the Attorney General, shall develop standards and guidelines for evaluating proposals, and shall award grants on a competitive basis, as authorized by this article, to schools and school districts serving any combination of instructional settings from kindergarten to grade 7, inclusive, that meet the following conditions:

(1) The school has developed a school safety plan as required by Article 5 (commencing with Section 32280) of Chapter 2.5 of Part 21.

(2) The school demonstrates its ability to carry out a collaborative and coordinated approach for implementing a comprehensive school safety and violence prevention strategy.

(3) After initial eligibility has been determined, a process of random selection for grants awarded pursuant to this article shall be used that ensure that, at a minimum, all of the following criteria are met:

(A) Schools are selected from the northern, central, and southern areas of the state.

(B) Schools selected represent large, medium, and small sized numbers in their pupil populations.

(C) Schools are selected from urban, suburban, and rural areas.

35294.12. A school or school district that applies for funding pursuant to this article shall submit an application that includes but is not limited to, all of the following:

(a) A school safety plan required by Article 5 (commencing with Section 32280) of Chapter 2.5 of Part 19.

(b) A school violence prevention strategy for improving and marshaling the resources set forth in the school safety plan to promote school safety and violence prevention programs among children and youth.

35294.13. The Superintendent of Public Instruction shall award grants under this article for one or more of the following purposes:

(a) Providing schools with personnel, including, but not limited to, school counselors, school social workers, school nurses, and school psychologists, who are specially trained in identifying and supporting at-risk children and youth where the applicant demonstrates that appropriate support activities are necessary and would be desirable in addressing identified problems, issues, and needs, including, but not limited to, classes pertaining to anger management and conflict resolution.

(b) Providing effective and accessible on campus communication devices, where the applicant demonstrates that the use of these devices, beyond everyday, routine matters, is part of the school safety plan developed pursuant to Article 5 (commencing with Section 32280) of Chapter 2.5 of Part 19.

(c) Establishing an in-service training program for all school staff, designed to assist school staff in identifying at-risk children and youth, communicating effectively with those pupils, and appropriately referring those pupils for counseling.

(d) Establishing cooperative arrangements with local law enforcement agencies for appropriate school-community relationships.

(e) Proposals that allow school districts to respond to existing or subsequent research that establishes structural changes in the operation of schools, such as smaller schools or "schools within schools."

(f) Any other proposal that the applicant school or school district designs that demonstrates that the proposal would materially contribute to meeting the goals and objectives of current law in providing for safe schools and preventing violence among children and youth.

35294.14. The Superintendent of Public Instruction and the Attorney General shall cooperatively design an evaluation process for the programs and activities established pursuant to this article and shall report to the Legislature by January 1 of each year, commencing in 2001, any recommendations for modifications to existing law relative to school safety and violence prevention among children and youth.

35294.15. Unless otherwise required by law, the Superintendent of Public Instruction shall establish the rules and regulations for the application process to be utilized by schools and school districts to obtain funds made available by this or any other provision of law or by the annual Budget Act to promote school safety and violence prevention among children and youth. To perform the duties of this article or any of the activities in subdivision (a) of Section 35294.10, up to 5 percent of the total funds appropriated for purposes of this article may be utilized by the Superintendent of Public Instruction for administrative costs.

Appendix B: SB 187 Text

SB 187 – Comprehensive School Safety Plans

This bill:

1. Revises, and makes mandatory, provisions of existing law relating to comprehensive safety plans for school sites.
2. Requires each school site, by September 1, 1998, to develop a school safety plan, as specified, to be evaluated annually and amended, if needed. The bill provides that these plans be written and established by the School Site Council and shall include, but not be limited to, a number of specified components; current law only authorizes that safety plans include these components. The bill requires school sites to submit their completed plans to their districts or COE, and for the districts or COE's to notify the State Department of Education by October 15, 1998 of any school sites, which have not so complied.
3. Requires the school site council to consult with local law enforcement in developing the plan.
4. Allows schools to submit existing safety plans to comply with this requirement, so long as the plans are in existence by December 31, 1997 and contain the required information.
5. Requires schools to hold a public meeting to solicit public opinion on their school safety plans before approving them.
6. Establishes that nothing in the bill shall restrict the authority of school boards as established by the Education Code.
7. Authorizes the School Site Council to delegate its responsibility to develop a site safety plan to a school safety planning committee. The school safety committee would, at a minimum have to include the following members: the principal (or designee), a teacher who is a representative of the recognized certificated employee organization, a classified employee who is a representative of the recognized classified employee organization, a parent whose child attends the school, and others as desired. If there is no school site council, then the school safety planning committee, composed of the specified members, would be required to develop the school safety plan required by this bill.
8. Provides for a fine of up to \$500 for the willful failure to establish a school safety plan as required by this bill.
9. Specifies that with regard to small school districts, they have the option of developing district-wide comprehensive school safety plans applicable to each school-site.
10. Provides a sunset of January 1, 2000; however, the comprehensive safety plan would continue to be evaluated and amended by the school-site council. Schools must maintain an updated file of safety-related plans and materials for public viewing.

Appendix C: SB 334 Text

SB 334 – Youthful Offenders: education

This bill establishes the School Safety and Violence Prevention Strategy Program for the purpose of promotion school safety and violence prevention among students in the public schools.

This bill extends the operative date of those provisions indefinitely and would instead require each school to adopt its comprehensive school safety plan by March 1, 2000, and to review and update the plan by March 1 every year thereafter.

The bill also requires each school district or county office of education to notify the State Department of Education annually of any schools that have not complied with the requirement of developing a comprehensive school safety plan. The bill requires, commencing in July 1, 2000, and every July thereafter, each school to report on the status of its school safety plan, including a description of its key elements in the school accountability report card otherwise required by law.

This bill establishes the School Safety and Violence Prevention Strategy Program, to be administered by the State Superintendent of Public Instruction for the purpose of promoting school safety and violence prevention programs among children and youth in the public schools.

The bill requires the State Superintendent of Public Instruction, in conjunction with the Attorney General, to develop guidelines and standards for evaluating grant applications, and to award grants on a competitive basis to schools that develop school safety plans and demonstrate a collaborate and coordinated approach for implementing a comprehensive school safety and violence prevention strategy to be used for certain purposes, including, but not limited to, providing counselors who are specially trained in identifying and supporting at-risk children and youth.

The bill requires the State Superintendent of Public Instruction and the Attorney General to cooperatively design an evaluation process for the program and activities established under the School Safety and Violence Prevention Strategy, and to report to the Legislature by January 1 of each year on those programs. The bill also requires a school principal to disseminate information regarding a minor who has been found to have committed any specified felony or misdemeanor to a teacher or administrator, as specified.

This bill enacts numerous changes to juvenile court procedures. Addresses school safety and youth violence prevention programs and policy. Specifically, this bill:

1. Allocates \$11.3 million from the General Fund for violence prevention and school safety.
2. Appropriates \$3 million to San Diego County for residential placement, mental health treatment and education and skills training for dependent children.
3. Appropriates \$1.8 million to the City and County of San Francisco for acquiring and installing surveillance cameras on public transit vehicles.
4. Distributes \$5 million to the Superintendent of Public Instruction. Requires the Superintendent in consultation with the Attorney General (AG) to develop and implement a schedule for using the appropriation to promote school safety and violence prevention.
5. Allocates \$1.5 million to the Board of Corrections (BOC) for funding the At-Risk Youth Early Intervention Program currently administered by the BOC.
6. Provides that K-7 schools must develop ongoing comprehensive school safety plans. The plans concern school-based crime, crime prevention, emergency services, sexual harassment, notification regarding dangerous pupils, and child abuse reporting.

7. Creates the "School Safety and Violence Prevention Strategy Program."

The Superintendent of Public Education and the AG evaluate and award grants to projects that provide counseling to at-risk youth, technical assistance, in-service training, and cooperation with local law enforcement.

8. Deletes sunset clauses and makes technical changes to various provisions concerning school safety plans. Requires notification within seven days of a petition alleging the commission of a violent felony to school superintendents.

9. Declares legislative intent to have the Superintendent of Public Instruction and the AG coordinate efforts funding and implementing violence prevention and school safety programs. Makes changes to procedures regarding At-Risk Youth Early Intervention Programs.

10. Provides that a minor 16 years of age or older shall be prosecuted in adult criminal court under the following circumstances:

A. Accused of committing murder in the first degree, attempted premeditated murder, an aggravated sex offense, aggravated kidnapping, or any specified felony where a firearm was used and discharged; or,

B. Previously adjudicated as a ward of the court by committing any felony when 14 years of age or older.

11. Provides that a minor directly charged as an adult has the right to a preliminary hearing. The case shall proceed in criminal court unless the defendant minor prevails in a motion to dismiss.

12. Provides that a minor who was prosecuted directly in adult court and convicted shall be sentenced as an adult convicted of the same offense subject to the specified provision Youth Authority (CYA).

13. Enacts a reverse remand provision authorizing the court to impose a juvenile disposition for a minor convicted after a direct file prosecution if the minor satisfies specified criteria.

Appendix D: Sequential Discipline Standards

ICIA POSITIVE DISCIPLINE POLICY

ICIA
Positive Behavior Interventions & Supports (PBIS)
2023-2024

ICIA PBIS

School Wide Matrix

[Link](#) (Kid Friendly Language)

Insert Image

Addressing Student Behavior Defined Levels of Behavior (Level 1-3)

ICIA will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system, along with the instructions for handling such behaviors.

Level I (Minor) Behaviors include the following:
TBD

**Written Continuum of Incentives/Consequences for Appropriate/Inappropriate Behaviors
(Progressive Discipline Plan to Include Teaching of Desired Behavior(s) and/or Matrix Consequences)**

Action Steps to Address Level I Infractions

Level 2 (Major) Behaviors include the following:
TBD

Level 3 Behaviors include the following:
TBD

Indicated Adjustments for Special Needs of Students
TBD

Appendix E:

Bullying

Summary: Makes several proposals related to bullying, including requiring training in the prevention of bullying, giving priority for inter-district transfers to victims of bullying, and revising the definition of bullying, beginning on July 1, 2012. Specifically, this bill:

- 1) Makes declarations and findings regarding the impact of bullying, including that bullying causes physical, psychological and emotional harm to pupils; interferes with pupils' ability to learn and participate in school activities; and, that bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, truancy and dropping out of school, fighting, using drugs and alcohol, sexual harassment and sexual violence.
- 2) Adds training in the prevention of bullying as a component in the workshops provided by the Department of Justice and the California Department of Education (CDE) to school districts, county offices of education, and school site personnel to assist them in the development of school safety and crisis response plans.
- 3) Specifies that as comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.
- 4) Gives priority for inter-district attendance under any existing inter-district attendance agreement, or, in the absence of an agreement, be given additional consideration for the creation of an inter-district attendance agreement, to a pupil who has been determined by personnel of either the district of residence or the district of proposed enrollment to have been the victim of an act of bullying committed by a pupil of the district of residence, at the request of the person having legal custody of the pupil.
- 5) Specifies that "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 engaging in sexual harassment, hate violence, harassment, threats, or intimidation 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; or,
 - 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.
- 6) Expands the definition of "electronic act" to include a post on a social network Internet Web site.
- 7) Relocates the definitions of "bullying" and "electronic act" from Education Code (EC) Section 32261 (Interagency School Safety Demonstration Act of 1985) to Section 48900 (expulsions and suspensions).
- 8) Defines "reasonable pupil" as 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.
- 9) Strikes an obsolete provision in the suspension and expulsion provisions of the Education Code.

The Senate amendments expand the definition of "electronic act" to include a post on a social Internet Web site, strike the provision regarding residency requirements and instead give a pupil determined to have been a victim of an act of bullying priority for an inter-district transfer, revise the definition of "reasonable pupil" to include exceptional needs pupils, and add co-authors.

Appendix G: ICIA Emergency Action Plan



Irvine
Chinese
Immersion
Academy

EMERGENCY ACTION PLAN

2023-2024

The purpose of this document, ***ICIA Action Plan***, is to provide all employees with a broad range of guidelines/procedures that are to be utilized during an emergency situation/operation.

ICIA Emergency Action Plan (EAP) is divided into 3 sections:

Section 1

This section provides an overview of the Incident Command System and a checklist of responsibilities for each position that may be activated during an emergency on or near District property.

Section 2

This section covers a variety of emergency situations that could lead to the activation of the Incident Command System. Each situation is accompanied with recommended procedures that District personnel should train, practice and utilize during an emergency.

Section 3

This section contains forms to be utilized should it become necessary to activate the Incident Command System.

OBJECTIVES

- Minimize injuries and loss of life among students, employees, parents and volunteers in the event of an emergency.
- Stabilize the incident and provide care and security for students, employees, parents, and volunteers.
- Protect and preserve district property.
- In the event of an emergency, the campus will be secured so that all students can be accounted for.
- The District shall retain students until released to parents or authorized adults.
- All District employees are expected to remain and fulfill their mandated duties as “disaster service workers” until such time as they can be released.

COMPLIANCE

The EAP has been structured so that these guidelines/procedures meet the following compliance requirements:

1. California Code of Regulations, Title 8, Section 3220, Emergency Action Plan
2. District’s Injury and Illness Prevention Plan and Emergency Action Plan
3. California Education Code Section, §35294.2, Comprehensive School Safety Plan (Disaster Preparedness Plans)
4. Government Code, Division 4, Chapter 8, Section 3100, Declaration; Public Employees as Disaster Workers
5. California Administrative Code, Title 5, Section 560 Civil Defense and Disaster Preparedness Plans
6. Government Code requirements for *National Incident Management System* (NIMS) and *Standardized Emergency Management System* (SEMS) for response agencies to utilize the Incident Command System (ICS).

TABLE OF CONTENTS

SECTION 1: EMERGENCY MANAGEMENT

Part 1.1 - Incident Command System (ICS)	6
Organizational Chart for ICS (EOC)	7
Organizational Chart for ICS (School)	8
<u>INCIDENT COMMANDER</u> Checklist and Responsibilities	9
Public Information Officer Checklist and Responsibilities	11
Safety Officer Checklist and Responsibilities	13
Liaison Officer Checklist and Responsibilities	14
Documentation Officer Checklist and Responsibilities	15
<u>OPERATIONS SECTION CHIEF</u> Checklist and Responsibilities	16
Evacuation and Assembly Unit Checklist and Responsibilities	17
Search and Locate/Rescue Unit Checklist and Responsibilities	18
Student Care/Release Unit Checklist and Responsibilities	20
Care and Sheltering Unit Checklist and Responsibilities	21
<u>PLANNING SECTION CHIEF</u> Checklist and Responsibilities	22
Resource Unit Checklist and Responsibilities	23
Situation Unit Checklist and Responsibilities	24
Deactivation Unit Checklist and Responsibilities	25
Documentation Unit Checklist and Responsibilities	26
<u>LOGISTICS SECTION CHIEF</u> Checklist and Responsibilities	27
Support Branch Leader Checklist and Responsibilities	28
Communications Unit Checklist and Responsibilities	29
Medical/First Aid Unit Checklist and Responsibilities	30
Food Unit Checklist and Responsibilities	31
Service Branch Leader Checklist and Responsibilities	32
Supply Unit Checklist and Responsibilities	33
Transportation Unit Checklist and Responsibilities	34
Facilities Unit Checklist and Responsibilities	35
<u>FINANCE SECTION CHIEF</u> Checklist and Responsibilities	36
Time Unit Checklist and Responsibilities	38
Procurement/Purchasing Unit Checklist and Responsibilities	39
Compensation/Claims Unit Checklist and Responsibilities	40
Cost Unit Checklist and Responsibilities	41
Part 1.2 - Staging Areas	42
Part 1.3 - Evacuation Areas	44
Part 1.4 - Media Management	45
Part 1.5 - Bell Codes	46
Part 1.6 - Evacuation Procedures	47
Part 1.7 - Lockdown/Reverse Evacuation Procedures	48
Part 1.8 - Emergency Response Notebooks	49
Part 1.9 - Communication Between Schools & Parents	50
Part 1.10 – Psychological Factors	52
Part 1.11 – Procedures for Conducting a “Size-Up”	53

SECTION 2: EMERGENCY PREPAREDNESS/READINESS

Part 2.1 - Activity On or Near Campus	56
Part 2.2 - Bomb Threat and Checklist	57
Part 2.3 - Fire/Explosion	59
Part 2.4 - Earthquake	61
Part 2.5 - Weapons on Campus	62
Part 2.6 - Shooting/Stabbing	64
Part 2.7 - Death/Suicide	66
Part 2.8 - Hostage Situation	68
Part 2.9 - Hostile Visitor	70
Part 2.10 – Chemical Release/Hazardous Material Spill	72
Part 2.11 - Medical Emergency	73
Part 2.12 - Child-Napping, Abduction or Missing Student	74
Part 2.13 - Sexual Assault/Rape	75
Part 2.14 - Campus/Neighborhood Incident	76
Part 2.15 - Public Demonstration	77
Part 2.16 - Gas Odor/Leak	78
Part 2.17 - Bus Accident	79
Part 2.18 - Inclement Weather Warning	80
Part 2.19 - Shelter-In-Place Procedures	81

SECTION 3: EMERGENCY FORMS

Form 1 - Student/Staff Accountability Report	83
Form 2 - Missing Student or Staff Report	84
Form 3 - Site to EOC Status Report	85
Form 4a - START CARD	87
Form 4b - Triage Assessment Card	88
Form 5 - Student Release Log	89
Form 6 - Incident Command Post Check-In/Out Log	90
Form 7 - Body Identification Sheet	91
ICS Form 202 - Incident Objectives	92
ICS Form 206 - Medical Plan	93
ICS Form 214 - Activity Log	95
ICS Form 215 - Incident Action Plan Safety Analysis	96

**ICIA
EMERGENCY ACTION PLAN**

SECTION 1 OF 3

**EMERGENCY
MANAGEMENT**

The National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS) require that all local jurisdictions, including school districts, utilize the Incident Command System (ICS).

Each school or worksite will advise all personnel of their area of responsibility during an emergency. The first step in making assignments is to identify special traits and abilities of personnel, then matching those abilities to the duties required by a specific task.

When assigning personnel to critical roles, name two or three “backups”, to assure coverage at all times. It is important to consider, when assigning leaders, that each leader does not exceed the recommended “span of control” (3 to 7 personnel).

When an ICS is activated, all components of the ICS may not be needed to handle every incident; however, using the ICS structure will help the Incident Commander deal with emergencies. The ICS organizational chart should be tailored to fit your school/worksite.

INCIDENT COMMAND SYSTEM FORMS

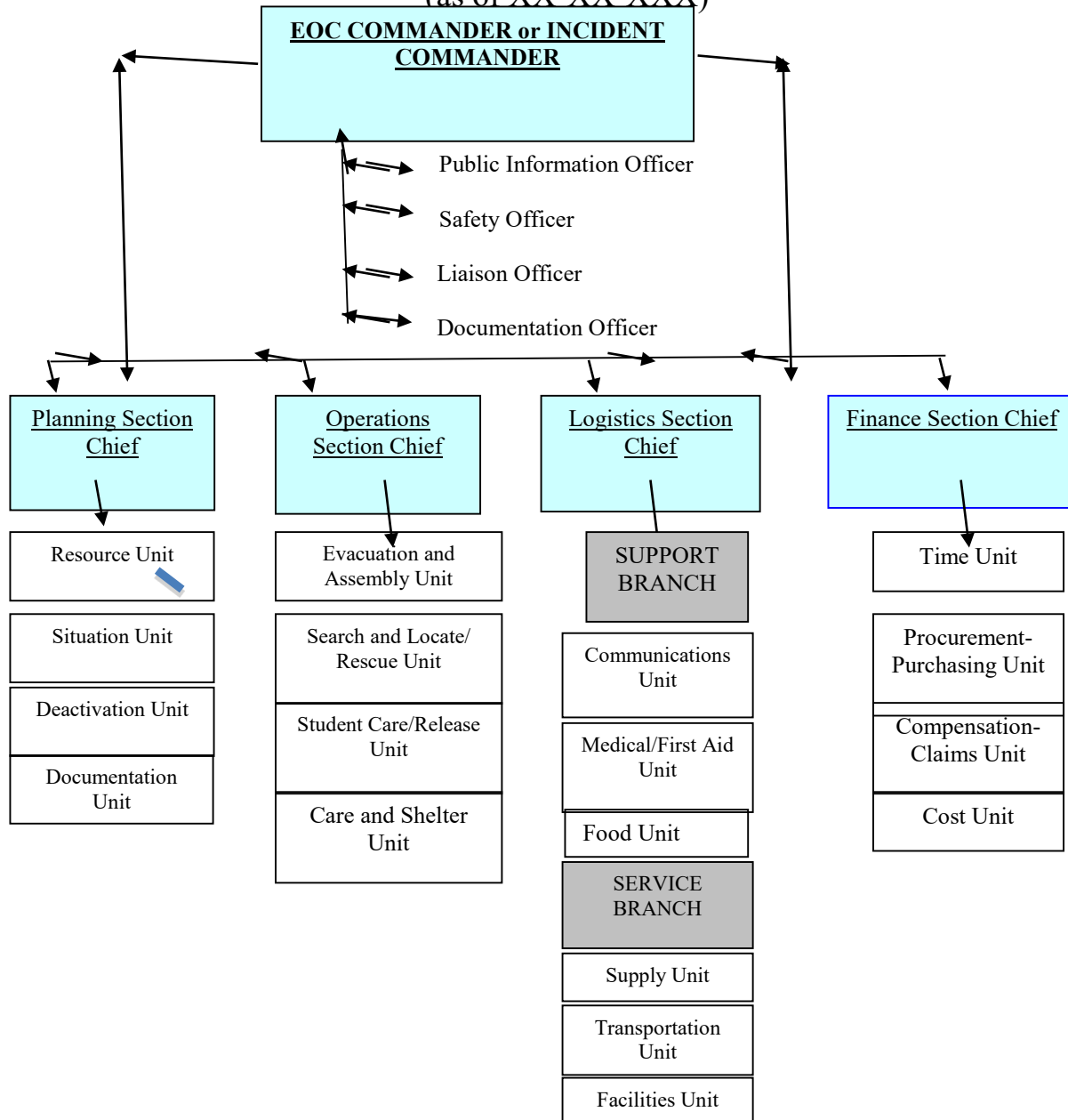
A number of approved ICS forms are available online through the NIMS or FEMA websites.

http://www.training.fema.gov/EMIWeb/IS/ICSResource/ICSResCntr_Forms.htm

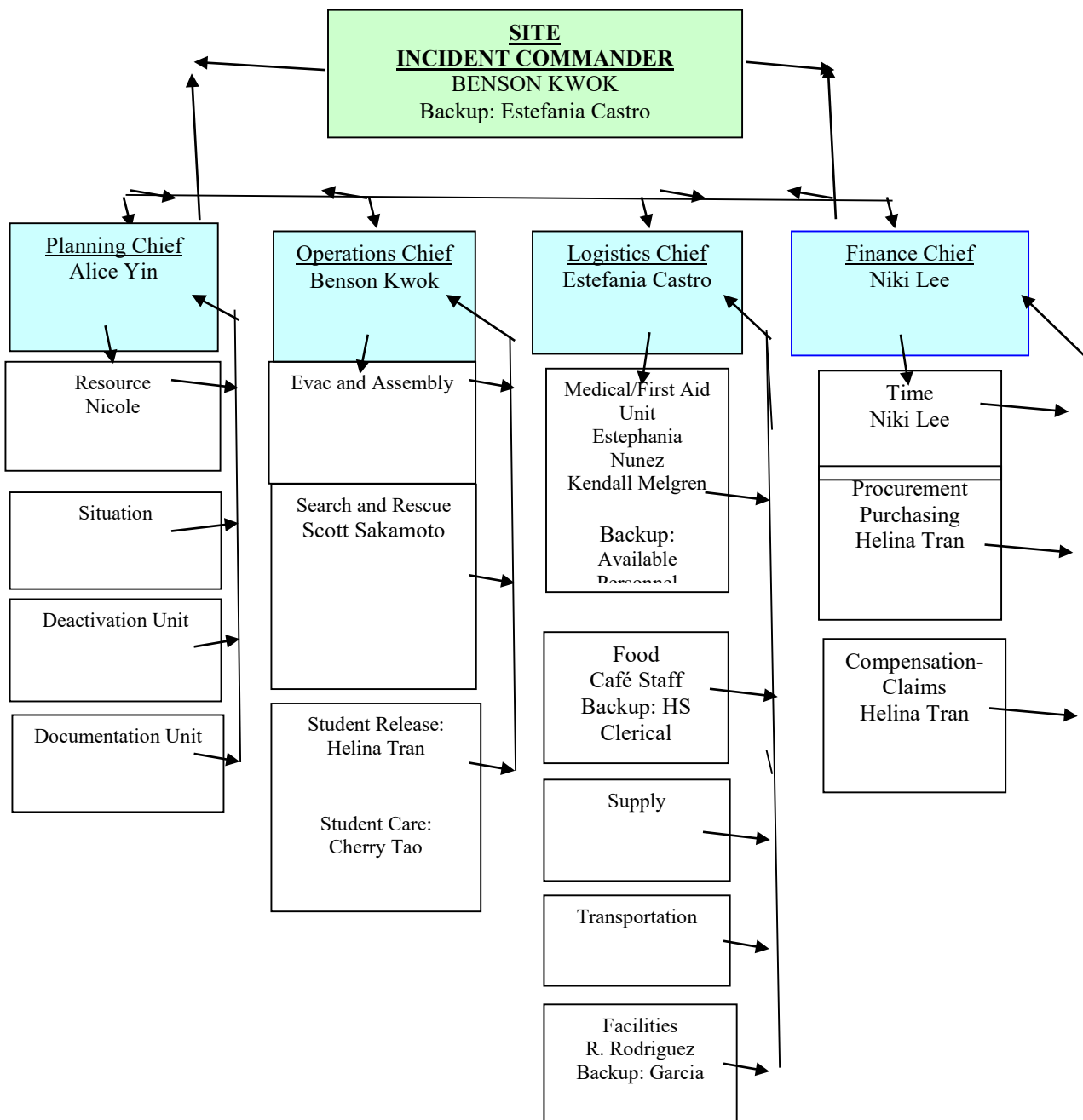
Appropriate ICS forms to be utilized in an emergency can be found in the Table of Contents under **SECTION 3 – EMERGENCY FORMS.**

ORGANIZATION CHART FOR EMERGENCY OPERATIONS CENTER (INCIDENT COMMAND SYSTEM)

(as of XX-XX-XXX)



ICIA ORGANIZATION CHART FOR ICIA INCIDENT COMMAND SYSTEM



<p style="text-align: center;">Incident Commander and EOC District Incident Commander CHECKLIST AND RESPONSIBILITIES</p>

GENERAL DUTIES

- Make decisions based upon district policies, training, and information received during an emergency from national, state, or local agencies.
- Be prepared to activate the Incident Command System (ICS) if deemed necessary and to expand branches, groups or units as dictated by the situation.
- Exercise overall management of the District or School's emergency response and recovery efforts.

START-UP ACTIONS

- Determine the operational status and appropriate level of activation of the (ICS).
- Identify yourself as the Incident Commander (IC) by putting on the vest with that title.
- Activate the ICS at the site or an alternate location.
- Locate and meet with the District or Site Emergency Management Team (EMT).
- Obtain briefing from whatever sources are available (radio, phone, TV, witnesses, staff, etc.).
- Direct staff to develop an Incident Action Plan.

POSITION OPERATIONAL ACTIONS

- Direct the implementation of the District's Emergency Action Plan
- Ensure that the District Emergency Operations Center (EOC) or school Command Post (CP) positions are filled as needed.
- District Incident Commander is to appoint liaisons to City of Rosemead and to notify the Los Angeles County Emergency Operations Center that the District has implemented its ICS.
- Assign command staff to initiate staff check-in procedures and documentation.
- Ensure that the ICS Organization Chart and staffing chart is posted and that arriving team members are assigned by name.
- Ensure that the EOC or Command Post is properly set up and ready for operations.
- Ensure that the EOC or Command Staff positions are filled as soon as possible.
- Appoint and ensure that EOC or Command Post General Staff (Section Chiefs) are in place, as soon as possible, and are staffing their respective groups or teams.
- Request additional personnel to maintain 24-hour operations as needed.
- Brief incoming Section Chiefs prior to them assuming their duties. Briefings should include:
 - ✓ Current situation assessment.
 - ✓ Identification of specific job responsibilities.
 - ✓ Identification of co-workers with their job function.
 - ✓ Availability of communications.
 - ✓ Location of work area.
 - ✓ Identification of eating and sleeping arrangements as appropriate.
 - ✓ Procedural instructions for obtaining additional supplies, services, personnel, etc.
 - ✓ Identification of operational period work shifts. If 24 hour coverage is necessary,

two 12-hour shifts are usually assigned as (#1 - 6 a.m. - 6 p.m. and #2 - 6 p.m. to 6 a.m.)

- Open and maintain an Incident Activity Log. (**See Section 3 – Emergency Forms – ICS Form 214**)
- Using the Activity Log, maintain all required records and documentation to support the After-Action Report and the history of the emergency.
- Make certain that telephone, radio, and data communications with other facilities are established and tested regularly.
- Schedule first briefing/planning meeting and establish frequency of briefing sessions.

● **GENERAL OPERATIONAL DUTIES**

- Identify key issues to be accomplished by each Section Chief during the next operational period.
- Develop a back-up plan for an alternate EOC or CP as well as potential for off-site communications.
- Conduct periodic briefings for Command Staff and Section Chiefs.
- Ensure that personnel, equipment, time records and materials used are provided to the Time Unit and Cost Analysis Unit for tracking costs of the incident.
- If a Transfer of Command is needed, brief your relief at the shift change. Ensure that all in-progress activities are identified and follow-up requirements are known.
- Ensure that Section Chiefs are carrying out their duties.
- In conjunction with the District Public Information Officer (PIO), coordinate and review media releases as required.
- Monitor performance of all staff for stress or under performance.
- In conjunction with the Safety Officer, establish and maintain a safe working environment and ensure that proper security for EOC or CP is maintained at all times.

DEACTIVATION

- Authorize deactivation of sections, groups, branches, teams, or units when they are no longer needed.
- Notify Rosemead City Officials and the Los Angeles County Operational Area of the planned time for deactivation of the District EOC. Command Posts at the school sites should notify the District EOC of the planned time of their deactivation.
- Deactivate the EOC or CP and close out logs when the situation no longer requires staff
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">PUBLIC INFORMATION OFFICER CHECKLIST AND RESPONSIBILITIES</p>

GENERAL DUTIES

- Serve as the official disseminator of all media releases.
- Maintain a positive relationship with media representatives and hold periodic press conferences as required.
- Review and coordinate all information releases with the District Incident Commander (IC).

START-UP ACTIONS

- Check-in upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the EOC or CP Incident Commander.
- Obtain briefing on emergency situation.
- Determine your operating location and set up.
- Identify yourself as the Public Information Officer (PIO) by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Emergency Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES

- Establish communication-operating procedures for the telephone, radio, and data systems with the Logistics Chief. Make any priorities or special requests known.
- Review situation reports as received and verify information.
- Monitor your position activities and adjust staffing and organization to meet current needs
- Brief your relief if a Transfer of Command is needed. Ensure that in-progress activities are identified and follow-up requirements are known.

POSITION OPERATIONAL DUTIES

- Secure guidance from the EOC or CP Incident Commander regarding the release of available information.
- Keep the EOC or CP Incident Commander advised of all unusual requests for information and of all major critical or unfavorable media comments.
- Ensure that all CP Incident Commanders and their staff are aware they must coordinate the release of emergency information through the District PIO.
- Establish a media staging area for dissemination of information far away from the EOC or site CP and other staging areas. Announce safe access routes to the media.
- Schedule and post time and locations of briefings in the EOC or CP and other appropriate locations.
- Prepare and provide approved information to the media. Post news releases in the EOC or CP and other appropriate locations.
- Interact with other EOC or CP sections/units to obtain information relative to public information operations.
- Respond to information requests from the EOC or CP Incident Commander and EOC or CP Emergency Management Team (Operations, Planning, Logistics, and Finance).
- Ensure that rumor control protocols are in place by verifying information and identifying false or erroneous information.
- Provide sufficient staffing and telephones to efficiently handle incoming calls from the media and public.

- Consider establishing a district “hot line” for public inquiries or posting information on the district website.
- When requested, arrange for meetings between the media, District officials or school site incident personnel.
- Work with law enforcement and fire department liaisons to provide escort for media and VIPs when needed.
- Monitor broadcast media and use the information to develop follow-up news releases and rumor control.
- Ensure announcements and informational materials are translated and prepared for distribution.
- Ensure copies are maintained of all information releases.
- Prepare final news releases and advise the media on points-of contact for follow-up stories.

DEACTIVATION

- Ensure that all required forms or reports are completed prior to your release and departure.
- Determine what follow-up to your assignment might be required after you leave.
- Deactivate the PIO position and close out logs when authorized by the EOC or CP Incident Commander.
- Be prepared to provide input to the After-Action Report.

SAFETY OFFICER CHECKLIST AND RESPONSIBILITIES
--

GENERAL DUTIES

- Ensure that all district facilities used in support of Emergency Operations Center (EOC) or Command Post (CP) operations have safe operating conditions.
- Provide 24-hour a day security for EOC or CP facilities.
- Control personnel/visitor access to facilities in accordance with policies established by the EOC or CP Incident Commander.

START-UP ACTIONS

- Check-in upon arrival at the EOC or CP.
- Report to the EOC or CP Incident Commander.
- Obtain briefing on emergency situations.
- Determine your operating location and set up.
- Identify yourself as the Safety Officer by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (See Section 3 – Emergency Forms – ICS Form 214), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES

- Review situation reports as received and verify information.
- Monitor your position activities and adjust staffing and organization to meet current needs
- Brief your relief if a Transfer of Command is needed. Ensure that in-progress activities are identified and follow-up requirements are known.

POSITION OPERATIONAL DUTIES

- Determine needs for special communications for security purposes.
- Establish and relocate security positions as needed.
- Determine needs for special access and be prepared to develop traffic control plans.
- Provide security for critical facilities as well as the EOC or the CP.
- Be aware of the locations of all fire extinguishers, fire hoses, and pull stations.
- Be familiar with all hazardous or potentially hazardous facility conditions.
- Ensure the EOC and CP are free from environmental threats.
- Keep the EOC and CP Incident Commander advised of safety conditions and provide security input and recommendations.
- Coordinate with the Finance Chief (Compensation/Claims Group) on any injury claim and/or records preparation as necessary for proper case evaluation and closure.

DEACTIVATION

- Ensure that all required forms or reports are completed prior to your release and departure.
- Determine what follow-up to your assignment might be required after you leave.

- Deactivate the Safety Officer position and close out logs when authorized by the EOC or CP Incident Commander
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">LIAISON OFFICER CHECKLIST AND RESPONSIBILITIES</p>
--

GENERAL DUTIES

- Coordinate with local agency liaisons assigned to the Emergency Operations Center (EOC) or Command Post (CP).
- Function as a central location for incoming agency liaisons, provide workspace and arrange for support as necessary.

START-UP ACTIONS

- Check-in upon arrival at the EOC or CP.
- Report to the EOC or CP Incident Commander.
- Obtain briefing on emergency situations.
- Determine your operating location and set up.
- Identify yourself as the Liaison Officer by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Emergency Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES

- Review situation reports as received and verify information.
- Monitor your position activities and adjust staffing and organization to meet current needs
- Brief your relief if a Transfer of Command is needed. Ensure that in-progress activities are identified and follow-up requirements are known.

POSITION OPERATIONAL DUTIES

- Contact all on-site liaison representatives.
- Determine status and resource needs and the availability of other agencies.
- Determine if communication problems exist when contacting outside agencies. If so, notify Logistics Section Chief.
- Provide periodic briefings to agency liaisons as necessary.

DEACTIVATION

- Ensure that all required forms or reports are completed prior to your release and departure.
- Determine what follow-up to your assignment might be required after you leave.
- Deactivate the Liaison Officer position and close out logs when authorized by the EOC or CP Incident Commander.
- Be prepared to provide input to the After-Action Report.

DOCUMENTATION OFFICER CHECKLIST AND RESPONSIBILITIES

GENERAL DUTIES

- Maintain official records for the Incident Commander.
- Assist other sections of the Emergency Operations Center (EOC) or Command Post (CP) in setting up and maintaining necessary documents.

START-UP ACTIONS

- Check-in upon arrival at the EOC or CP.
- Report to the EOC or CP Incident Commander
- Obtain briefing on emergency situations.
- Determine your operating location and set up.
- Identify yourself as the Documentation Officer by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (See Section 3 – Emergency Forms – ICS Form 214), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES

- Review situation reports as received and verify information.
- Monitor your position activities and adjust staffing and organization to meet current needs
- Brief your relief if a Transfer of Command is needed. Ensure that in-progress activities are identified and follow-up requirements are known.

POSITIONAL OPERATIONAL DUTIES

- Provide documentation and copying services for the EOC.
- Prepare, copy, and distribute Incident Action Plans developed by the General Staff.

DEACTIVATION

- Ensure that all required forms or reports are completed prior to your release and departure.
- Determine what follow-up to your assignment might be required after you leave.
- Deactivate the Documentation Officer position and close out logs when authorized by the EOC Incident Commander.
- Be prepared to provide input to the After-Action Report.

OPERATIONS SECTION CHIEF CHECKLIST AND RESPONSIBILITIES
--

GENERAL DUTIES

- Ensure that operational objectives and assignments identified in the Emergency Operations Center (EOC) or Command Post (CP) Emergency Action Plan are carried out effectively.
- Establish the appropriate level of staffing within the section and continuously monitor its effectiveness. Make changes as required.

START-UP ACTIONS

- Check-In upon arrival at the EOC or CP.
- Report to the Incident Commander (IC).
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Operations Section Chief by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (See Section 3 – Emergency Forms – ICS Form 214), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

POSITION OPERATIONAL DUTIES

- Ensure that the Operations Section is set up properly and that appropriate personnel, equipment and supplies are in place.
- Obtain briefing about on-site and external communications capabilities and restrictions.
- Make a list of key issues currently facing your section.
- Clearly establish with assembled personnel action items to be accomplished within the next 1-hour period.
- Activate organizational units within the Operations Section and designate leaders for each unit (Search and Locate/Rescue, Student Care/Release, Care and Shelter, Crisis Response, Evacuation and Assembly).
- Advise EOC or CP Incident Commander of your section status.
- Refer all media requests to the District Public Information Officer.
- Attend and participate in EOC or CP Incident Commander planning meetings.
- Work closely with the other Section Chiefs (Planning, Logistics and Finance) in the development of Incident Action Plans.
- Ensure that staff coordinates all resource needs through the Logistics Section.
- Share status information with other Section Chiefs as appropriate.
- Ensure that all intelligence information is made available to the Planning Section Chief.
- Brief your relief if a Transfer of Command is needed. Ensure that in-progress activities are identified and follow-up requirements are known.

DEACTIVATION

- Authorize deactivation of organizational units within the Operations Section when they are no longer required.
- Ensure that all required forms or reports are completed prior to your release and departure.

- Determine what follow-up to your assignment might be required after you leave.
- Deactivate the Operations Section and close out logs when authorized by EOC or CP IC.
- Be prepared to provide input to the After-Action Report.

EVACUATION AND ASSEMBLY UNIT CHECKLIST AND RESPONSIBILITIES
--

GENERAL DUTIES

- The Evacuation and Assembly Unit is responsible for the safe evacuation and accounting of all students, employees, parents, volunteers, etc. known to be at the site.
- If an emergency occurs outdoors, the Evacuation and Assembly Unit is responsible for the gathering and accounting of all students during a Lockdown or Shelter-In-Place event.

START-UP ACTIONS

- Check-in upon arrival at the EOC or Command Post (CP)
- Report to the Operations Chief.
- Obtain briefing on situation.
- Determine your operating location and set-up.
- Identify yourself as the Evacuation and Assembly Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as needed.
- Request additional resources via Logistics Section Chief.
- Using an Incident Activity Log (See Section 3 – Emergency Forms – ICS Form 214), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

POSITION OPERATIONAL DUTIES

- Begin accounting for all students and staff by directing all teachers or work area supervisors to complete Student/Staff Accountability Report (See Section 3 –Emergency Forms – ICIAForm 1).
- Survey the Assembly/Evacuation area to locate employees that are indicating their status by showing either a **RED** or **GREEN** side of the Emergency Response Notebook. (ERN)
- Look for **RED** first. **RED** indicates missing, trapped, or injured students or staff. Collect **FORM 1** from employees indicating **RED**.
- Compile a list of all missing, trapped or injured students and staff on Missing Student or Staff Report (See Section 3 – Emergency Forms – Form 2). Deliver a copy of **Form 2** to the Operations Section Chief, who will coordinate with the Search and Locate/Rescue Unit.
- Collect **FORM 1** from employees that are indicating **GREEN**. **GREEN** indicates NO missing, trapped, or injured students or staff.
- If you are missing information about a teacher and their class, report this immediately to your unit leader, who will inform the site Operations Section Chief.
- Inform employees of the need to move, giving estimated time, mode, and route of evacuation.
- Contact agency liaison (law enforcement, fire, etc) for assistance in moving to an alternate evacuation site, if off campus.
- If an emergency occurs outdoors and a lockdown or shelter-in-place action is ordered, account for all students by cell phone, e-mail, internal messages, etc. Report missing students and staff to the CP, which is established inside the building (to be determined based on location of incident)

DEACTIVATION

- Ensure that any required forms or reports are completed prior to your release and departure.
- Determine what follow-up to your assignment might be required after you leave.

- Deactivate the Evacuation & Assembly Unit and close out logs when authorized by the Operations Section Chief.
- Be prepared to provide input to the After-Action Report.

SEARCH AND LOCATE/ RESCUE UNIT CHECKLIST AND RESPONSIBILITIES
--

GENERAL DUTIES

- Ensure that **Size-Up, Search and Locate/Rescue** activities at each site are being formalized.
- Check with the Safety Officer to ensure a safe plan has been developed before allowing search to begin.
- Conduct a preliminary assessment of damage reports including casualties and rescue needs.
- Coordinate with transportation groups to send equipment and resources to sites with the greatest need.

START-UP ACTIONS:

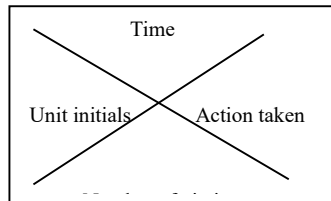
- Check-in upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the Operations Chief.
- Obtain briefing on the situation.
- Determine your operating location and set-up.
- Identify yourself as the Search and Rescue/Locate Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirement and request additional support as needed.
- Request additional resources via Logistics Section Chief.
- Using an Incident Activity Log (**See Section 3 – Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

CHECKLIST FOR CONDUCTING A SEARCH AND LOCATE OPERATION

- Make sure all unit members are briefed and aware of the approved Incident Action Plan.
- The Search and Locate/Rescue Unit should consist of no less than 2 members.
- Ensure that all members of the unit are properly prepared and capable of preparing the search and locate operation (emotionally, physically, mentally, equipment, Personal Protective Equipment, etc.).
- Determine the potential number of missing or trapped victims
- Identify the most probable areas of entrapment.
- Identify the normal exit routes from the building.
- Determine your search pattern before entering the building.
- Use the following search methods which have been found to be the most effective:
 - ✓ **Begin the search by calling out to victims**
 - “If you can hear me, answer or walk toward me!”
 - If any victims respond, ask for any information they may have about the building or others who may be trapped or injured.
 - ✓ **Use a systematic search pattern to ensure that all areas of the building are covered.**
 - Bottom-up/top-down.
 - Right wall/left wall.
 - ✓ **Stop frequently to listen**
 - Listen for tapping, movement, voices or other sounds.
 - ✓ **Triangulate**
 - Three rescuers, guided by victim sounds, form a triangle around the area and direct flashlight into the area. The light will eliminate shadows that could hide victims.

✓ **Mark searched areas to document results**

- Make a single diagonal slash (/) next to the door just before entering a structure or room with chalk, masking tape, or marker.
- Make an opposite slash to form X when all occupants have been removed and Search and Locate/Rescue efforts have been completed.
- The X signals to other potential searchers that the area has already been searched and prevents duplication of effort.
- Indicate on the X openings the time of entry, the group name or initials, action taken, and the number of victims still inside or removed.



✓ **Report results**

- Keep complete records both of removed victims and of victims who remain trapped or are presumed to be dead.
- Report results to the Operations Chief, who will inform the Incident Commander.

CHECKLIST FOR CONDUCTING RESCUE OPERATIONS

- Create a safe environment to maintain rescuer safety.
- **Never** enter a heavily damaged building.
- Evacuate victims as quickly as possible from light or moderately damaged buildings while minimizing additional injury.
- Follow safety procedures:
 - ✓ Work in pairs.
 - ✓ Lift by bending the knees, keeping the back straight, and pushing up with the legs.
 - ✓ Carry the load close to the body; lift and carry no more than is reasonable.
 - ✓ Wear proper personal protective equipment.
 - ✓ Do not use lifts and drags to remove victims when head or spinal injury is suspected.
- Utilize blocks of wood, books or other available material if you encounter a situation in which debris needs to be moved or stabilized in order to free victims.
- Use leveraging and cribbing to move and stabilize debris.
- Triage the victim by using the START CARD and Triage Assessment Card and tag the victim to note their condition. (See Section 3 – Emergency Forms – Forms 4a and 4b):
 - ✓ RED – Immediate
 - ✓ YELLOW- Delayed
 - ✓ GREEN – Minor
 - ✓ BLACK – Deceased
- If a victim is trapped or injured too severely to be removed, document the location and triage condition (Red, Yellow, Green, Black) of the victim and report to your Unit Leader or Operations Section Chief.

- If the victim appears deceased (no breathing, no heartbeat, no response to question or pain), document the information by using Body Identification Sheet (**See Section 3 – Emergency Forms – Form 8**) and notify the Operations Chief.
- Only the Coroner can declare the victim deceased. Do not attempt to remove “victim” at this time instead move on to other victims that are still alive. Later, you may consider moving “victim” to a designated morgue area if the Coroner’s Office is not likely to respond for several days. Refer to instructions found on **Form 8**.
- Do not state the name of any deceased victim over radio, telephone, or other public means.
- After all victims are located or removed, report to your Unit Leader or Operations Chief.

DEACTIVATION

- Ensure that any required forms or reports are completed prior to your release and departure
- Determine what follow-up to your assignment might be required after you leave.
- Deactivate the Search and Locate/Rescue Unit and close out logs when authorized by the Operations Section Chief.
- Be prepared to provide input to the After-Action Report.

STUDENT CARE/RELEASE UNIT CHECKLIST AND RESPONSIBILITIES

GENERAL DUTIES

- Supervise students in classes whose teachers are assigned to other emergency units. If possible, no team leader should be assigned more than 3 classes for supervision.
- If outside, bring Emergency Response Box and Emergency Response Notebook,
- Utilize the contents of the Emergency Response Box as needed (**See Section 1, Part 1.9 – Emergency Response Boxes** for list of recommended items).

START-UP ACTIONS

- Check-in upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the EOC or CP Operations Chief.
- Obtain a briefing on the situation.
- Determine your operating location and set-up.
- Identify yourself as the Student Care/Release Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirement and request additional support as needed.
- Using an Incident Activity Log (**See Section 3 – Forms - ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

POSITION OPERATIONAL DUTIES

- Meet with unit team members to plan and prepare.
- Secure assembly area(s) and organize groups of students by classes or sections (upper grades, lower grades, grouped together by buildings, etc.).
- Determine location of gate to release students. Have Logistics place **STUDENT RELEASE** sign at this location (Sign is located in Emergency Bin). Inform Incident Commander of location of Student Release.
- Locate and bring all Student Emergency Information Cards to **STUDENT RELEASE** and secure with assigned unit leader.
- Keep a log of students released by using the Student Release Log (**See Section 3 – Emergency Forms – FORM # 5**)
- Keep an accurate account of all students under your supervision.
- Request additional resources via Logistics Section Chief.
- Give thought to having planned quiet activities or games (depends on weather). If outside, no vigorous activities (running games) should be allowed as these will increase thirst and water supply is limited.
- If hot outside, do not allow students to sit or play on asphalt or cement areas. Move to grass or shade.
- Determine plan for bathroom and water breaks (if available and safe).
- When requested, locate and send students to the Student Release area with assigned student “runners.”
- Student “Runners” should report to the evacuation area with their class be accounted for and then dismissed to the Student Release Staging Area.
- Identify Student “Runners” with some special means of identification.
- If student is not present in Evacuation Area and there is no indication the student has been released, take the info card to the Operations Section Chief to conduct a search for the student.

DEACTIVATION

- Ensure that any required forms or reports are completed prior to your release and departure.
- Determine what follow-up to your assignment might be required after you leave.
- Deactivate the Student Care/Release Unit and close out logs when authorized by Operations Chief.
- Be prepared to provide input to the After-Action Report.

CARE AND SHELTERING UNIT CHECKLIST AND RESPONSIBILITIES
--

Depending upon the scope of an emergency, the American Red Cross may request that school sites be utilized for care and sheltering.

GENERAL DUTIES

- Identify care and sheltering needs for students and staff.
- Utilize building inspectors or safety engineers to determine if buildings are safe and have usable facilities including heat, running water, bathrooms, electricity, etc.
- Coordinate with the American Red Cross and other agencies to identify evacuation centers and Mass Care facilities.
- Utilize the District Public Information Officer to direct students, staff, and residents to go to the shelter nearest their school or residence.

START-UP ACTIONS

- Check-in upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the EOC or CP Operations Chief.
- Obtain briefing on emergency situation.
- Determine your operating location and set up.
- Identify yourself as the EOC or CP Care and Sheltering Unit leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Forms - ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

POSITION OPERATIONAL DUTIES

- Obtain regular updates from school sites and facilities including:
 - ✓ Casualty information.
 - ✓ Hazardous materials or exposures.
 - ✓ Damage assessment information from all district sites.
 - ✓ Evacuation status (number remaining at assembly area).
 - ✓ Number/influx of displaced residents.
- Keep updated on the situation and resource use and requests.

- Establish communication-operating procedures for the telephone, radio and other data systems with the Logistics Section. Make any priorities or special requests known.
- Review situation reports as received and verify information.
- Refer all media contacts to the Public Information Officer.
- Brief your relief at shift-change time.
- In conjunction with the American Red Cross, manage care and sheltering facilities.
- Coordinate with the Transportation Unit to meet evacuation needs.
- Ensure that school site and District facility shelter managers make periodic activity reports to the Operations Section Chief and or the EOC or CP Incident Commander.

DEACTIVATION

- Ensure that all required forms or reports are completed prior to your release or departure.
- Determine what follow-up to your assignment might be required after you leave.
- Deactivate the Care & Sheltering Unit and close out logs when authorized by the Operations Chief.
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">PLANNING SECTION CHIEF CHECKLIST AND RESPONSIBILITIES</p>

GENERAL DUTIES

- Exercise overall responsibility for the coordination of activities within the Planning Section.
- Report to the Emergency Operations Center (EOC) or Command Post (CP) Incident Commander on all matters pertaining to Planning Section activities.

START UP ACTIONS

- Check-In upon arrival at the EOC or CP.
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Planning Section Chief by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Emergency Forms - ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.
- Establish contact with other adjacent EOCs or CPs (law enforcement or fire). Determine status of Planning/Intelligence section at other EOCs or CPs.
- Meet with Section Chiefs (Operations, Logistics and Finance) to develop Incident Action Plan.
- Activate organizational units within Planning Section as needed and designate leaders for each unit (Resource, Situation, Deactivation and Documentation Units).
- Make a list of key issues currently facing your section.
- Clearly establish with assembled personnel action items to be accomplished within the next 1-hour period.

POSITION OPERATIONAL DUTIES

- Develop a backup plan for all instances requiring off-site communications.
- Refer all media requests to the Public Information Officer.
- Attend Incident Commander's planning meetings.
- Share status information with other Section Chiefs as appropriate.
- Determine staffing level needed for units assigned to your section. .
- Brief your relief at shift if a Transfer of Command is needed. Ensure that in-progress activities are identified and follow-up requirements are known.



DEACTIVATION

- Authorize deactivation of organizational units within the Planning Section when they are no longer required.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Determine what follow-up to your assignment might be required after you leave.
- Deactivate the Planning Section and close out logs when authorized by the EOC or CP Incident Commander.
- Be prepared to provide input to the After-Action Report.

RESOURCE UNIT CHECKLIST AND RESPONSIBILITIES

GENERAL DUTIES

- Maintain a master list of all resources for the District.

START-UP ACTIONS

- Check-in upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Resource Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Activity Log (**See Section 3 – Emergency Forms - ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

POSITION OPERATIONAL DUTIES:

- Review situation reports as received. Verify information and report to the Planning Section Chief.
- Brief your relief at shift-change time.
- Refer all media contacts to the Public Information Officer.
- Track resources deployed to different sites.
- Provide a method for information verification in the case of conflicting resource status reports.
- Provide status reports on request.
- Assist in planning based on the evaluation of resource allocations, resources en route and projected resource shortfalls.

DEACTIVATION

- Determine what follow-up to your assignment might be required after you leave.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Deactivate the Resource Unit and close out logs when authorized by the Planning Chief.
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">SITUATION UNIT CHECKLIST AND RESPONSIBILITIES</p>
--

GENERAL DUTIES

- Collect, organize, and analyze status reports from information received by Emergency Operations Center (EOC) or Command Post (CP) Section Chiefs.
- Develop situation reports for dissemination.
- Transmit approved report to the Los Angeles County Emergency Operations via Emergency Management Information System (EMIS).
- Obtain and display current District, school and area maps and other displays for use during the emergency period.

START UP ACTIONS

- Check-In upon arrival at the EOC or CP.
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Situation Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log, (**See Section 3 – Emergency Forms - ICS Form 214**) maintain all required records and documentation to support the After-Action Report and the history of the emergency.

POSITION OPERATIONAL DUTIES:

- Prepare and maintain EOC or CP displays.
- Establish and maintain an open file of status reports and other incident reports.
- Keep current on weather conditions and predictions.
- Keep up to date on the situation and resource use and requests.
- Establish communication-operating procedures for the telephone, radio and other data systems with the Logistics Section. Make any priorities of special requests known.
- Review situation reports as received and verify information.
- Monitor your position activities and adjust staffing and organization to meet current needs.

DEACTIVATION:

- Determine what follow-up to your assignment might be required after you leave.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Deactivate the Situation Unit and close out logs when authorized by the Planning Chief.
- Be prepared to provide input to the After-Action Report.

DEACTIVATION UNIT CHECKLIST AND RESPONSIBILITIES

GENERAL DUTIES

- Prepare a Deactivation Plan to ensure the orderly, safe and cost effective release of personnel and equipment.

START UP ACTIONS

- Check-in upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Deactivation Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log, (See Section 3 – Emergency Forms - ICS Form 214) maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES

- Keep the Planning Section Chief advised of your status and activity and any potential problem areas.
- Collaborate with the Situation, Evacuation and Communication Units to establish communication-operating procedures for the telephone, radio and other data systems with the Logistics Section. Make any priorities or special requests known.
- Review situation reports as received and verify information.
- Monitor your position activities and adjust staffing and organization to meet current needs.
- Refer all media contacts to the Public Information Officer.

POSITION OPERATIONAL DUTIES

- Request the General Staff Section Chiefs to assess their long term staffing needs within their sections and provide a listing of positions and personnel for release by priority.
- Site Incident Commanders must receive approval of their Deactivation Plan from the EOC Incident Commander before releasing any personnel or resources. Some personnel or resources may be needed or transferred to another site in need of help.
- Ensure that all sections understand their specific deactivation responsibilities.
- Supervise and monitor the execution of the EOC approved Deactivation Plan for a site.
- Brief the Planning Section Chief on Deactivation Plan progress.

DEACTIVATION

- Determine what follow-up to your position might be required after you leave.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Deactivate the Deactivation Unit and close out logs when authorized by the Planning Chief.
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">DOCUMENTATION UNIT CHECKLIST AND RESPONSIBILITIES</p>

GENERAL DUTIES

- Collect and organize all written forms, log journals and reports at the completion of each shift from all sections within the Emergency Operations Center (EOC) or Command Post (CP).
- Establish and operate a Message Center at the EOC or CP and assign appropriate personnel to deliver internal and external messages.
- Set up, maintain and preserve disaster files for legal, financial, analytical and historical purposes.
- Compile, copy and distribute the After-Action Report with input from other Section Chiefs or Unit Leaders.

START UP ACTIONS

- Check-in upon arrival at the EOC or CP.
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Documentation Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Emergency Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES

- Keep the Planning Section Chief advised of your status and activity and any potential problem areas.
- Review situation reports as received and verify information.
- Monitor your position activities and adjust staffing and organization to meet current needs.
- Refer all media contacts to the District Public Information Officer.

POSITION OPERATIONAL DUTIES

- Meet with the Planning Section Chief to determine what EOC or CP materials should be retained for official records.

DEACTIVATION

- Determine what follow-up to your assignment might be required after you leave.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Deactivate the Documentation Unit and close out logs when authorized by the Planning Chief.
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">LOGISTICS SECTION CHIEF CHECKLIST AND RESPONSIBILITIES</p>
--

GENERAL DUTIES

- Ensure that logistics function is carried out, including the provision of communications to support the response effort, and the acquisition of transportation and other support resources.

START-UP ACTIONS

- Check-In upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the EOC or CP Incident Commander
- Obtain a briefing on the situation
- Determine your operating location and set up.
- Identify yourself as the Logistics Section Chief by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Emergency Forms – ISC Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES

- Activate organizational units within section as needed and designate leaders for each unit.
- Make a list of key issues currently facing your section.
- Clearly establish with assembled personnel, action items to be accomplished within the next 1-hour period.

POSITION OPERATIONAL DUTIES

- Ensure that section logs and files are maintained.
- Develop a backup plan for instances requiring off-site communications.
- Keep up-to-date on situation and resources associated with your section.
- Activate organizational branches within Logistics Section as needed and designate leaders for each (Support and Service Branches).
- Maintain current displays associated with your area. Make sure that information reports or displays you prepare are clear and understandable.
- Meet with Section Chiefs (Operations, Planning and Finance) to develop Incident Action Plan.
- Ensure that orders for additional resources necessary to meet known or expected demands have been placed, and are being coordinated.
- Provide situation and resources information to the Planning Section, as the situation requires.
- Refer all media contacts to the Public Information Officer.
- Brief your relief at shift change time.

DEACTIVATION:

- Authorize deactivation of organizational units within the Logistics Section when they are no longer required.
- Deactivate the Logistics Section and close out logs when authorized by EOC or Command Post Incident Commander.
- Ensure that any required forms or reports are completed prior to your release and departure.

- Be prepared to provide input to the After-Action Report.

SUPPORT BRANCH LEADER CHECKLIST AND RESPONSIBILITIES

GENERAL DUTIES

- Assist in providing resources for each of the units within the Logistics Branch.
- Report activities of each unit to the Logistics Section Chief.

START-UP ACTIONS

- Check-in upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Support Branch Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Emergency Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES

- Keep updated on the situation and resource use and requests.
- Review situation reports as received and verify information.
- Refer all media contacts to the Public Information Officer.

POSITION OPERATIONAL DUTIES:

- Activate organizational units within Support Branch as needed and designate leaders for each unit (Communications, Food and Medical/First Aid Units).
- Confer with Unit Leaders within your branch.
- Assist each Unit Leader in prioritizing requests for resources.
- Assist each Unit Leader in determining costs of requested resources that can be presented to Finance Section Chief for review and approval.
- Ensure that section logs and files are maintained.
- Develop a backup plan for all instances requiring off-site communications.
- Share status information with other sections as appropriate.
- Brief your relief at shift change time.

DEACTIVATION:

- Determine what follow-up to your assignment might be required after you leave.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Deactivate the Support Branch and close out logs when authorized by the Logistics Chief.
- Be prepared to provide input to the After-Action Report.

COMMUNICATIONS UNIT CHECKLIST AND RESPONSIBILITIES

GENERAL DUTIES

- Manage all radio, data and telephone needs of the Emergency Operations Center (EOC) or Command Post (CP).
- Coordinate communication resources and protocols with school sites, facilities and emergency response units.

START-UP ACTIONS

- Check-in upon arrival at the EOC or CP.
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Communications Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Emergency Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES

- Keep updated on the situation and resource use and requests.
- Establish communication operating procedures for the telephone, radio and other data systems for all sections of the EOC or CP. Make any priorities or special requests known.
- Review situation reports as received and verify information.
- Refer all media contacts to the District Public Information Officer.

POSITION OPERATIONAL DUTIES:

- Meet with Section Chiefs, Branch and Unit Leaders and provide necessary and available communications equipment. Provide information on restrictions and operating procedures for phone, radio and data systems.
- Establish the Emergency Management Information System (EMIS) connection with the Los Angeles County Emergency Operations Center and file current status report for the District. Update EMIS status report as new information is received.
- Coordinate with EOC and CP Section Chiefs to minimize communication issues, both internally and with outside agencies.
- Establish a plan to ensure staffing and repair of communications equipment.
- Prepare emergency communication for posting on District website. This communication must be reviewed and approved by the EOC Incident Commander or designee before posting.
- Protect equipment from weather, aftershocks, electromagnetic pulse, electrical surges, etc.

DEACTIVATION:

- Determine what follow-up to your assignment might be required after you leave.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Deactivate the Communications Unit and close out logs when authorized by the Support Branch Leader.
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">MEDICAL/FIRST AID UNIT CHECKLIST AND RESPONSIBILITIES</p>

GENERAL DUTIES:

- Monitor and coordinate all tactical operations of triage, emergency medical care and treatment of the sick and injured resulting from the incident.
- Coordinate resources and communications with medical/health facilities and transportation companies for the evacuation and continued patient care consistent with the Emergency Operations Center (EOC) or Command Post (CP) Incident Action Plan.
- Manage the personnel, equipment and resources to provide the best patient care possible consistent with the EOC or CP Emergency Action Plan (EAP).
- Coordinate the provision of public health and sanitation consistent with the EOC or CP EAP.

START-UP ACTIONS:

- Check-in upon arrival at the EOC or CP.
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Medical/First Aid Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES:

- Keep updated on the situation and resource use and requests.
- Review situation reports as received and verify information.
- Refer all media contacts to the District Public Informational Officer (PIO).

POSITION OPERATIONAL DUTIES:

- Access county medical/health response by contacting the Los Angeles County Operational Area.
- Arrange for emergency medical and hospital care for victims during and after the incident.
- Determine the number and location of casualties that require hospitalization.
- Identify hospitals, nursing homes and other facilities that could be expanded into emergency treatment centers. Coordinate this effort with the City of Rosemead and the Los Angeles Fire Department.
- Coordinate with the appropriate law enforcement branch and the Los Angeles County Coroner on any health or medical problem related to the disposition of deceased persons that are located at any district site.
- Establish first aid stations for students and staff as appropriate.
- Provide the PIO with information on the location of shelters, first aid stations, public health hazards and mitigation procedures for press releases.
- Coordinate with the Los Angeles County Operational Area to receive needed medical supplies.
- Notify hospital if any patients have been contaminated or exposed to any hazardous materials.

DEACTIVATION:

- Determine what follow-up to your assignment might be required after you leave.

- Deactivate the Medical First/Aid Unit and close out logs when authorized by the Support Branch Leader.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">FOOD UNIT CHECKLIST AND RESPONSIBILITIES</p>

GENERAL DUTIES:

- Provide food for students and staff as necessary.

START-UP ACTIONS

- Check-in upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Food Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Emergency Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES

- Keep updated on the situation and resource use and requests.
- Review situation reports as received and verify information.
- Refer all media contacts to the District Public Information Officer.

POSITION OPERATIONAL DUTIES

- Inventory food supply on hand to determine what and how food can be prepared, transported, and distributed to students and staff during the course of the incident.
- Determine what items must be purchased before outside services can assist with feeding needs.
- Emergency water for cooking and washing can be obtained from the site Emergency Bin. Contact the Service Branch Leader in your section for support if water is needed.
- Determine method of feeding.
- Determine how to maintain food service areas and supervise food preparation and feeding.
- Present cost analysis proposal to the Finance Chief for review and approval.
- Determine how to safely dispose of leftover food and waste material created. Consult with other unit leaders in your section to determine how they can assist.

DEACTIVATION:

- Determine what follow-up to your assignment might be required after you leave.
- Deactivate the Food Unit and close out logs when authorized by the Support Branch Leader.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">SERVICE BRANCH LEADER CHECKLIST AND RESPONSIBILITIES</p>
--

GENERAL DUTIES

- Supervise, communicate, and assist each of the Unit Leaders in accomplishing their responsibilities.
- Assist in providing resources for each of the units within your Logistics Branch.
- Report activities of each unit to the Logistics Section Chief.

START-UP ACTIONS

- Check-in upon arrival at the EOC or Command Post.
- Report to the EOC or Command Post Incident Commander
- Obtain a briefing on the situation
- Determine your operating location and set up.
- Identify yourself as the Service Branch Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Emergency Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES

- Keep updated on the situation and resource use and requests.
- Review situation reports as received and verify information.
- Refer all media contacts to the District Public Information Officer.

POSITION OPERATIONAL DUTIES:

- Activate organizational units within Service Branch as needed and designate leaders for each unit (Supply, Facilities and Transportation Units).
- Confer with Unit Leaders within your branch
- Assist each Unit Leader in prioritizing and filling requests for resources.
- Assist each Unit Leader in determining costs of requested resources that can be presented to Finance Section Chief for review and approval.
- Ensure that section logs and files are maintained.
- Maintain current displays associated with your area. Make sure that information reports or displays you prepare are clear and understandable.
- Ensure that orders for additional resources necessary to meet known or expected demands have been placed, and are being coordinated.
- Ensure that all organizational elements are aware of priorities.
- Share status information with other sections as appropriate.
- Brief your relief at shift change time.

DEACTIVATION

- Determine what follow-up to your assignment might be required after you leave.
- Deactivate the Service Branch and close out logs when authorized by the Logistics Chief.

- Ensure that any required forms or reports are completed prior to your release and departure.
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">SUPPLY UNIT CHECKLIST AND RESPONSIBILITIES</p>

GENERAL DUTIES:

- Responsible for ordering, receiving, processing, and storing emergency related resources.
- Coordinate the procurement, allocation, and distribution of supplies not normally obtained through existing mutual aid sources, such as food, potable water, petroleum fuels, heavy and special equipment and other supplies and consumables.
- Respond to requests for equipment, supplies, food and water.

START-UP ACTIONS:

- Check-in upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Supply Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (See Section 3 – Emergency Forms – ICS Form 214), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES:

- Keep updated on the situation and resource use and requests.
- Review situation reports as received and verify information.
- Refer all media contacts to the District Public Information Officer.

POSITION OPERATIONAL DUTIES:

- Meet with the Finance Section Chief to determine the purchasing authorization limit for your unit.
- Coordinate other supply requests received from school sites to ensure there is no duplication of effort or requisition.
- Review emergency purchasing and contracting procedures.
- Determine if needed supplies are available from District supply system (warehouse or other district sites), mutual aid sources or other sources.
- Determine appropriate supply houses, vendors, and contractors who may be able to supply the item, product or commodity if District stocks do not exist.
- Arrange for delivery and storage of requested or ordered supplies.
- Determine availability and cost of supplies and establish contracts and agreements with vendors.
- Issue purchase orders and contracts for needed items within the authorized dollar limits.
- Notify Finance Section Chief of procurement needs that exceed delegated authority. Obtain authorization and appropriate paperwork.
- Notify the Service Branch Leader or the Logistics Section Chief if any significant supply request cannot be met through local action. Suggest alternative methods to resolve the problem.
- Document **all** expenditures for equipment, supplies, personnel, etc.

DEACTIVATION:

- Determine what follow-up to your assignment might be required when you leave.
- Deactivate the Supply Unit and close out logs when authorized by the Service Branch Leader.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Be prepared to provide input to the After-Action Report.

TRANSPORTATION UNIT CHECKLIST AND RESPONSIBILITIES

GENERAL DUTIES:

- Coordinate transportation needs of the District.

START-UP ACTIONS:

- Check-in upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Transportation Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Emergency Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES:

- Keep updated on the situation and resource use and requests.
- Review situation reports as received and verify information.
- Refer all media contacts to the District Public Information Officer.

POSITION OPERATIONAL DUTIES:

- Coordinate use of emergency routes on and off site with the Logistics Section Chief.
- Coordinate with other Section Chiefs or Unit Leaders to identify transportation priorities.
- Develop a transportation plan for movement of:
 - ✓ Personnel, supplies, and equipment to various facilities throughout the District (EOC, Command Posts, field units, shelter and casualty collection points).
 - ✓ Individuals to medical facilities.
 - ✓ Emergency workers and volunteers to and from risk area.
- Coordinate with Section Chiefs on the movement of disabled and elderly persons.
- Coordinate with local emergency services and transportation agencies to establish availability of their resources for use in evacuations and other operations as needed.

- Coordinate with mutual aid districts and determine their available resources to assist with District transportation needs.
- As reports are received from field units and EOC or Command Post Section Chiefs, analyze the situation and anticipate transportation requirements.

DEACTIVATION:

- Determine what follow-up to your assignment might be required after you leave.
- Deactivate the Transportation Unit and close out logs when authorized by the Service Branch Leader.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">FACILITIES UNIT CHECKLIST AND RESPONSIBILITIES</p>

GENERAL DUTIES:

- Coordinate with all Incident Commanders regarding support of the Emergency Operations Center (EOC), Command Post (CP) and other district facilities during emergency operations.
- Support activities for the restoration and recovery of disrupted services and utilities to district facilities.
- Coordinate with the Finance Section Chief on any claims or fiscal matters relating to facilities operations.
- Close and secure each facility when no longer needed in the emergency operation.
- Provide the facility with staff, furniture, supplies and materials necessary to configure a facility in the manner adequate to accomplish the emergency operations responsibility.

START-UP ACTIONS:

- Check-in upon arrival at the EOC or CP.
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Facilities Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Emergency Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES:

- Keep updated on the situation and resource use and requests.
- Review situation reports as received and verify information.
- Refer all media contacts to the District Public Information Officer.

POSITION OPERATIONAL DUTIES:

- Maintain information regarding:
 - ✓ School sites and facilities open and operating.
 - ✓ Supplies and equipment at school sites and facilities.
 - ✓ Specific operations and capabilities of each school site and facility.
- Identify equipment, material, and supply needs to the Procurement/Purchasing Unit.
- Identify and communicate security requirements/lapses to the appropriate law enforcement agency.
- Report security breaches (looting, break-in, vandalism, etc.) by calling **9-911** and notifying the Logistics Section Chief.
- Ensure that operational capabilities are maintained at each facility and report any that may be struggling.
- Provide facilities for sheltering essential disaster workers, employee's families, and volunteers assisting in disaster recovery efforts.

DEACTIVATION:

- Determine what follow-up to your assignment might be required after you leave.

- Deactivate the Facilities Unit and close out logs when authorized by the Service Branch Leader.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">FINANCE SECTION CHIEF CHECKLIST AND RESPONSIBILITIES</p>
--

GENERAL DUTIES:

- Ensure that the finance/administration function is performed consistent with FEMA Guidelines, including:
 - ✓ Maintaining financial records of the emergency.
 - ✓ Tracking and recording of all District staff time.
 - ✓ Processing purchase orders & contracts in coordination with the Logistics Section.
 - ✓ Processing worker's compensation claims received at the Emergency Operations Center (EOC) or Command Post (CP).
 - ✓ Handling travel and expense claims.
 - ✓ Providing administrative support to the EOC or CP.
- Ensure this section is supporting other sections consistent with priorities established in the District's Incident Action Plan.

START-UP ACTIONS:

- Check-in upon arrival at the EOC or CP.
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Finance Section Chief by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Emergency Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES:

- Open and maintain section logs.
- Meet with Communications Unit Leader to determine on-site and external communication capabilities and restrictions.
- Confer with EOC or CP Incident Commander on delegation of purchasing authority and appropriate purchasing limits to allocate to Logistics Section.
- Meet with Operations and Logistics Chiefs.
- Review procedures for on-going support for all sections/units that have been activated for the emergency.
- Based on the situation as known or forecast, determine likely future Finance Section personnel and support needs.
- Activate organizational units within section as needed and designate leaders for each unit (Time, Procurement/Purchasing, Compensation/Claims, and Cost Units).

POSITION OPERATIONAL DUTIES:

- Ensure that section logs and files are maintained.
- Carry out responsibilities of Finance Section units that are not currently activated.
- Keep updated on situation and resources associated with your section.

- Maintain current displays associated with your area. Make sure that information reports or displays you prepare are clear and understandable.
- Provide situation and resources information to the Planning Section on a periodic basis or as the situation requires.
- Refer all media contacts to the District Public Information Officer.
- Participate in Incident Commander's Incident Action Planning meetings.
- Conduct periodic briefings for your section. Ensure that all organizational units are aware of priorities.
- Brief EOC or CP Incident Commander on potential problem areas.
- Share status information with other sections as appropriate.
- Brief your relief at shift change time.

DEACTIVATION:

- Authorize deactivation of organizational units within the Finance Section when they are no longer required.
- Deactivate the Finance Section and close out logs when authorized by the EOC or CP Incident Commander.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">TIME UNIT CHECKLIST AND RESPONSIBILITIES</p>

GENERAL DUTIES:

- Track, record and report staff time for all personnel/volunteers, contract labor and mutual aid workers assigned during the emergency.
- Ensure that daily personnel time recording documents are prepared and in compliance with specific District, OES and FEMA time recording policies.
- Ensure that time and equipment use records identify the scope of work and site-specific work location and are consistent with safety and damage assessment records, site and damage survey reports.

START-UP ACTIONS:

- Check-in upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Time Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (See Section 3 – Emergency Forms – ICS Form 214), maintain all required records and documentation to support the After-Action Report and the history of the emergency.



GENERAL OPERATIONAL DUTIES:

- Open and maintain section logs.
- Refer all media contacts to the District Public Information Officer.

POSITION OPERATIONAL DUTIES:

- Determine specific requirements for the time recording function.
- Initiate, gather, or update a time report from all applicable personnel assigned to the emergency.
- Ensure that employee information is complete and verified.
- Maintain records security.
- Assist other section units in establishing a system for collecting equipment and time reports.
- Establish and maintain a file for all personnel working at the disaster.
- Determine excess hours worked and that separate logs are maintained.
- Time and equipment use records must be compiled in appropriate format for cost recovery purposes.

DEACTIVATION:

- Determine what follow-up to your assignment might be required after you leave.
- Deactivate the Time Unit and close out logs when authorized by the Finance Section Chief.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">PROCUREMENT/PURCHASING UNIT CHECKLIST AND RESPONSIBILITIES</p>
--

GENERAL DUTIES:

- Responsible for administering all financial matters relating to purchases, vendor contracts, leases, fiscal agreement and expenditure tracking.

START-UP ACTIONS:

- Check-in upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Procurement/Purchasing Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (See Section 3 – Emergency Forms – ICS Form 214), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES:

- Open and maintain section logs.
- Refer all media contacts to the District Public Information Officer.

POSITION OPERATIONAL DUTIES:

- Meet and coordinate activities with the Finance Section Chief and determine the purchasing authorization limit for your unit.
- Review emergency purchasing and contracting procedures.
- Determine if needed supplies are available from District supply system (warehouse or other district sites), mutual aid sources or other sources.
- Determine appropriate supply houses, vendors, and contractors who may be able to supply the item, product or commodity if District stocks do not exist.
- Arrange for delivery and storage of requested or ordered supplies.
- Determine availability and cost of supplies and establish contracts and agreements with vendors.
- Issue purchase orders and contracts for needed items within the authorized dollar limits.
- Notify Finance Section Chief of procurement needs that exceed delegated authority. Obtain authorization and appropriate paperwork.
- Notify the Finance Section Chief if any significant supply request cannot be met through local action. Suggest alternative methods to resolve the problem.
- Document **all** emergency related expenditures for equipment, supplies, and personnel.

DEACTIVATION:

- Determine what follow-up to your assignment might be required after you leave.
- Deactivate the Procurement/Purchasing Unit and close out logs when authorized by the Finance Section Chief.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Be prepared to provide input to the After-Action Report.

COMPENSATION/CLAIMS UNIT CHECKLIST AND RESPONSIBILITIES
--

GENERAL DUTIES:

- Collect all information necessary for forms required by Workers Compensation and the District.
- Maintain a file on emergency-related injuries and illness at the Emergency Operations Center (EOC), school sites and other district facilities.
- Maintain a file of written witness statements relating injury claims.
- Instruct the Immediate Supervisor to conduct an Accident Investigation using the appropriate district form.
- Manage and direct all compensation for claims specialists assigned to the emergency.
- Provide investigative support in the areas of claims for bodily injury and property damage compensation presented to the District.

START-UP ACTIONS:

- Check-in upon arrival at the EOC or Command Post (CP).
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Compensation/Claims Unit Leader by putting on the vest with that title.
- Determine 24-hour staffing requirements and request additional support as required.
- Using an Incident Activity Log (**See Section 3 – Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES:

- Open and maintain section logs.
- Refer all media contacts to the District Public Information Officer.

POSITION OPERATIONAL DUTIES:

- Coordinate with the Safety Officer, Liaison Officer, agency representatives and a school site Compensation/Claims Unit Leader.
- Maintain a log of all injuries occurring during the emergency.
- Develop and maintain a log of potential and existing claims.
- Periodically review all logs and forms produced to ensure:
 - ✓ All required information is complete
 - ✓ Information is accurate and timely.
 - ✓ All required forms are completed within the requirements and policies of the District.
- Ensure that all Claims logs and forms are routed to the appropriate department for post-EOC processing.
- Ensure investigation of all accidents, including witness information and statements.
- Ensure that the Human Resources Office completes all necessary claim forms for any injured employee or volunteer working during the emergency.
- Provide a report of injuries to the Safety Officer for possible mitigation of any hazards identified in the claim.

DEACTIVATION:

- Determine what follow-up to your position might be required after you leave.
- Deactivate the Compensation/Claims Unit and close out logs when authorized by the Finance Section Chief.
- Ensure that any required forms or reports are completed prior to your release and departure
- Be prepared to provide input to the After-Action Report.

<p style="text-align: center;">COST UNIT CHECKLIST AND RESPONSIBILITIES</p>
--

GENERAL DUTIES:

- Obtain and record all cost data for the emergency.
- Ensure the proper identification of all equipment and personnel requiring payment.
- Activate and maintain a Disaster Accounting System.
- Coordinate documentation of costs with other sections, school sites, and other district facilities.
- Coordinate cost recovery efforts with disaster assistance agencies.

START-UP ACTIONS:

- Check-in upon arrival at the Emergency Operations Center (EOC) or Command Post (CP).
- Report to the EOC or CP Incident Commander.
- Obtain a briefing on the situation.
- Determine your operating location and set up.
- Identify yourself as the Cost Unit Leader by putting on the vest with your title.
- Determine 24-hour staffing requirements and request additional support as required.
- Think ahead and anticipate situations and problems before they occur.
- Using an Incident Activity Log (**See Section 3 – Emergency Forms – ICS Form 214**), maintain all required records and documentation to support the After-Action Report and the history of the emergency.

GENERAL OPERATIONAL DUTIES:

- Open and maintain section logs.
- Refer all media contacts to the District Public Information Officer.

POSITION OPERATIONAL DUTIES:

- Collect and record all cost data on the District Disaster Accounting System.
- Maintain cumulative emergency cost records.
- Act as a liaison with disaster assistance agencies and coordinate the recovery of costs as allowed by law.
- Prepare all required state and federal documentation to recover all allowable disaster costs.
- Organize and prepare records for final audit.

DEACTIVATION:

- Determine what follow-up to your position might be required after you leave.
- Deactivate the Cost Unit close out logs when authorized by the Finance Section Chief.
- Ensure that any required forms or reports are completed prior to your release and departure.
- Be prepared to provide input to the After-Action Report.

Staging areas are established to accommodate organizational needs during an emergency. Some examples of staging areas are as follows:

COMMAND POST

During an emergency, it is important that all decisions be coordinated with the various participating agencies (law enforcement, fire, cities). The Incident Command System (ICS) allows for decisions to be made by the Incident Commander (IC), based on information received from personnel managing other activities.

Establishing a Command Post (CP) will provide all assigned personnel involved in the incident with the location for information and updates. Law enforcement and fire departments will establish a command post for their operations during an emergency and will require communication with the CP for information and planning. Because of this, the CP (if outside) should be located near the school but out of the direct danger zone. The location should also allow for law enforcement and fire operations and be large enough so each can operate independently when needed.

The CP should not be placed near a media staging area, student release area or possible other staging area(s) in order to prevent interference while dealing with the emergency. Members of the Emergency Management Team (EMT) and other employees arriving to assist with the emergency, should report to the CP, sign-in, and wait for updates or assignment(s).

During emergencies in which a site is not evacuated, the IC should activate the ICS and establish a CP inside the site. The area selected should have sufficient communication capabilities (phones, e-mail, etc.) as well as emergency lighting should the electricity be lost. An ideal location, if available, would be the main office area or any suitable location known to all employees.

MEDIA STAGING AREA

While controlling the media is not a top priority for the IC during an emergency, failing to prepare for the media response can easily become a public relations disaster. An emergency at a school is a major news story and will solicit the response of countless news organizations.

The school's EMT and the District's Public Information Officer (PIO) must be prepared for a media response and understand that ignoring the media is not a viable option during an emergency.

All local jurisdictions/agencies (including school districts) should have an appointed and trained PIO whose responsibility is to deal with the media. The PIO should establish a good working relationship with local media representatives. A common problem districts face is that during an emergency, the media representatives often arrive simultaneously with law enforcement and fire department personnel deployed to the scene.

A media staging location should be close enough to the school for information access, but far enough away so as not to impede the efforts of law enforcement, fire and district personnel assigned to roles within the ICS. The area should be large enough to contain numerous vehicles without infringing or impeding traffic flow, especially emergency vehicles. The area also needs to be located away from other staging areas to prevent any interference between media representatives and the CP or students.

Everyone should know the location of the media staging area. This will allow for quick direction of incoming media vehicles and control over media representatives.

All school employees should be trained not to discuss any details of the incident with any media representative, as this is the responsibility of the PIO. Any accidental release of information, if not approved by the District's IC could be detrimental to stabilizing or ending the situation.

BUS STAGING AREA

If the schools' on-site or off-site evacuation location is not large enough or capable of handling an entire school population for bus traffic, then a secondary bus staging/loading area must be identified. This area should be used if students are going to be evacuated from a location other than an existing bus location if one has been designated.

When identifying the secondary bus area, choose the location based on size and traffic patterns to provide for the most efficient organization of the bus traffic. Hopefully, law enforcement will be available to assist with controlling area traffic.

A potential option for a secondary bus area is a nearby school with an existing bus circle or large parking lot. This will allow for organized student pick-up.

STUDENT RELEASE STAGING AREA

During an emergency that involves a risk of injury to students, the likelihood of the local media broadcasting the event live is greatly increased. Once this occurs, it is likely that parents will begin arriving at the school to retrieve their children. The arrival of parents may disrupt the efforts of those dealing with the emergency.

Planning for a parent response will allow for an organized process whereby parents and students can be reunited in an orderly fashion. A well-organized parent reunion location will alleviate parents' fears and deliver students to their parents, guardians or other person(s) identified on the student's emergency information card. Since ICIA is a multilingual community, it may be necessary to have interpreters available for those who may not speak English.

The student release staging area should be away from any of the other staging areas and some distance from the school building, especially if a CP is established outside. When choosing a student release staging area, plan for the worst case scenario so that the location can support many parents and vehicles, provide shelter and possibly offer some isolated quiet area(s).

All district personnel involved in the incident must be aware of the student release location and be able to direct parents to the staging area.

"Runners" or "Messengers" (capable employees or students) should be trained and assigned to locating students in the assembly area and bringing them to the staging area to be reunited with their parents, guardians or other authorized persons listed on the student's emergency card.

Employees assigned to this staging area should be sufficiently trained and provided with ample supplies and forms such as: a reunion sign that can be attached to a gate/fence, tables, chairs, emergency cards, pens, student release forms, radios, phones, water, etc. Accurate documentation of a student's release to an authorized person is extremely important, especially during an emergency when heightened anxieties already exist.

OFF-SITE EVACUATION OF STUDENTS/STAFF

The first step in preparing for an off-site evacuation of a school is to identify nearby locations where students and staff can be moved safely away from danger. This location should be used anytime students/staff need to be moved a safe distance from the site. Consider these factors when choosing an off-site evacuation location:

- **Size of the location** – Is there enough room for the students and staff, command post(s), and perhaps a bus loading area and reunion areas for parents/student?
- **Access to the location** – Is the location within reasonable walking distance of the school? The walking route should be clear of fences or other hazards.
- **Security and Safety** – Can the area be secured from the media or other groups seeking to interact with the students during the incident? What safety hazards might the location pose...traffic, bathrooms, etc.?
- **Shelter** - Does the location provide adequate protection from the weather or other safety concerns?
- **Ownership** – Who is the owner of the property and has a previous understanding been reached on the use of the property during an emergency?

ALTERNATE SCHOOL TO SCHOOL EVACUATIONS STAGING AREA (S) *

(SUBJECT TO CHANGE DEPENDING ON WIND/WEATHER, LOCATION OF INCIDENT, OR RECOMMENDATIONS FROM LAW ENFORCEMENT)

***If your school has an Alternate School to School Evacuation Staging Area(s) record them in this section.**

In an emergency, all contacts from the media should be referred to the District Emergency Operations Center Incident Commander (EOC-IC) or the District appointed Public Information Officer (PIO).

- Following are some basic guidelines for dealing with the media:
 - ✓ Plan what you want to say.
 - ✓ Before you meet with reporters, write down the 3 most important points you want to make.
 - ✓ Keep your sentences short and your words clear.
 - ✓ Practice before going “live”.
- Following are some key phrases that may help organize your thoughts:
 - ✓ “The important facts are...”
 - ✓ “What I can tell you is...”
 - ✓ “What we have done to ensure the safety of our students and staff is...”
 - ✓ “We take this very seriously...”
- If you don’t know the answer, say,
 - ✓ “I will get the information and get back to you. What is your deadline?”
- Be sure you know whose responsibility it is to answer certain questions:
 - ✓ “This matter is being investigated by law enforcement.”
 - ✓ “This is a medical issue. Please contact the county health department.”
 - ✓ “Only the School Board can change district policy.”

If you want members of the media to remain outside the school, the District PIO can meet the media at a pre-arranged press staging area. If the PIO wants a more relaxed interview, he/she can consider inviting the reporter(s) to their office.

It is a courtesy for the PIO to ask the reporter(s) if he/she/they are on a deadline and to respect that deadline. At the same time, the PIO has responsibilities to the district that must also be respected.

In a television interview, always ask the reporter(s) before the camera is rolling what questions he or she would like to ask. The District PIO should tell reporters what they are free to talk about and what cannot be commented on. Reporters want to tape or air a good interview or write a good story, therefore, they will most likely respond positively to your requests. The PIO can conclude an interview politely but firmly if unable to successfully negotiate the subject matter.

The PIO should have confidence when engaged in an interview. Be polite and forthcoming with all information that can be shared. Educate the reporter. Show the reporter how the story can help support the “mission objectives” of the school(s)/district.

- Before starting an interview, be sure to plan an exit strategy that can get you out gracefully by saying:
 - ✓ “Thank you very much for coming...”
 - ✓ “You can help us by...”
 - ✓ “When we have more information, we will...”

The following three (3) bell codes shall be what will be used at ICIA

NORMAL RING: Start and end of school day, lunches and recesses.

FIRE BELL: Always means to evacuate utilizing safe route to designated evacuation area*

*Designated evacuation area subject to change based upon weather, bomb threat, location of fire, other hostile activities on campus or near campus, advice from local law enforcement, etc.

CONTINUOUS BELL RING OF ABOUT ONE (1) MINUTE: Lockdown or reverse evacuation

With the implementation of the National Incident Management Systems (NIMS), the use of color codes is no longer recommended. Instead, common terminology is to be utilized so that all employees, students, and other persons on campus understand.

With adoption of this District Emergency Action Plan, schools should discontinue use of color codes implemented prior to implementation of NIMS. As the EAP is implemented, common terminology will be utilized during training of employees so that everyone understands these “common” terms utilized by schools, police, fire and other local jurisdictions throughout the United States.

SECTION 1: PART 1.6 EVACUATION PROCEDURES

Earthquakes, fire, bomb threats, hazardous chemical spill, or an incident on or near campus are just a few examples of an emergency incident situation that may require that portions of a school building, an entire school building(s) or the entire campus be evacuated.

All district schools should use the standard fire drill bell code to evacuate (except earthquake, which requires no bell code).

The school Emergency Management Team (EMT) should have identified evacuation areas on campus and alternative off-campus areas should it be necessary to evacuate.

A safe evacuation route must be able to accommodate moving a large number of people, while not exposing students or employees to danger. The location and type of emergency necessitates evaluation and possible adjustments to the usual evacuation routes. This evaluation will determine if the school should be evacuated in segments or if stationing a person at certain exits is necessary so that students and staff can be re-routed away from danger.

The movement of students and staff out of buildings requires accounting for every student and employee. In order to account for students and staff, teachers or work area supervisors must have available class or employee lists so that missing or extra students or staff can be reported immediately to the Command Posts (school, law enforcement, fire). When evacuating their classroom or work area, teachers or work site supervisors must bring with them the following:

- ✓ Emergency Response Boxes (ERB) (See Section 1, Part 1.9)
- ✓ Emergency Response Notebook (ERN) (See Section 1, Part 1.8)
- ✓ Emergency Action Plan (EAP) (This document)

During an evacuation, the following procedures must be followed:

- Secure (by taping) the appropriate RED (help)/GREEN (ok) status card to the classroom or work exit door.
- Move students or staff to the designated Evacuation Area.
- Take roll by completing Student/Staff Accountability Form (See Section 3 – Emergency Forms – Form 1)
- Raise Red or Green Status Card (Covers of ERN's)
- Runners collect Student/Staff Accountability Reports from classroom or work areas.

RED should be collected first and returned to the Command Post ASAP

“RED Status” indicates a missing or seriously injured student or school employee.

“GREEN Status” indicates all students or staff accounted for and no one seriously injured.

- Distribute name tags with student emergency information to each student or school employee.
- If an employee has an assignment on the Emergency Management Team Organizational Chart, report to the Command Post (CP) and sign in.
- Report to Incident Commander (IC) for briefing and assignment.

SECTION 1: PART 1.7 LOCKDOWN/REVERSE EVACUATION PROCEDURES

Some emergencies may prevent safe evacuation and require steps to isolate students and staff from danger by instituting a school lockdown. Other emergencies may occur prior to the school/work day, during passing periods, break or lunch periods, or after the school/work day. When students or staff may be outside the school building or work site, a reverse evacuation should be initiated (one long continuous bell of about 1 minute).

All school employees and students must be familiar with the specific actions they must take during a lockdown or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable.

All district schools are to utilize the same bell command for a lockdown or reverse evacuation, which is a continuous ringing of the school bell for about 1 minute.

In the event of a lockdown or reverse evacuation, teachers or work area supervisors must utilize the following procedures:

- If outside, move to the nearest building or classroom providing it is a safe route and that you are not moving in the direction of danger.
- If inside, stay inside.
- Lock door(s) to buildings, classrooms or work areas.
- If possible, quickly close all windows and then move away from the windows.
- Use caution when allowing late reporting students to enter into a classroom.
- Have students duck, cover and hold.
- Take roll using Student/Staff Accountability Form. **(See Section 3 - Emergency Forms – Form 1)** This form should be available in the Emergency Response Notebook located in each classroom or work area. Report any “extra” students or staff that sought cover in your classroom or work area. Take this form with you if you are directed by the Incident Commander to evacuate your classroom or work area at a later time.
- Advise the students that there is some type of emergency but you don’t know what it is.
- Staff should project a calm attitude to maintain student behavior.
- Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- Slide a green or red status card under the door and place a green or red status card in a window. These status cards should have a room number or work area location in big print so it can be read from a distance.
- Check status of emergency partner via e-mail or knocking code.
- **DO NOT** use the telephone in your classroom to call out as all lines must be kept open, unless there is a dire emergency in your classroom or work area.
- Remain in the room until a member of the Emergency Management Team or a law enforcement officer arrives with directions.

SECTION 1: PART 1.8 EMERGENCY RESPONSE NOTEBOOKS
--

Emergency Response Notebooks (ERN'S) have been issued to each classroom and work area in the District.

The ERN contains the District Emergency Action Plan and should be regularly reviewed by staff. The ERN should be stored in the Emergency Response Box (next section).

SECTION 1: PART 1.9 COMMUNICATION BETWEEN SCHOOL/PARENTS

There are several means of communication that may be utilized during, after, or even prior to an emergency.

MEDIA

If an emergency (major area earthquake, fire at school, school disruption, etc.) occurs before, during or after the school day, school administration can be assured the media will respond and certain information will “hit” the radio, TV and the Internet. In an emergency, it is important that the District Public Information Officer (PIO) be involved to ensure that information released by the District is accurate (refer to Section 1, Part 1.4 Media Management).

BACKPACK LETTERS

Letters to parents and guardians, often sent home in student’s backpacks, are a key communication tool between school administration and parents. These letters are essential in providing clear communication during or after an emergency. Letters may sometimes be sent prior to a potential incident that may be brewing in the school community.

When an incident has occurred at school or has involved one or more students or staff members, backpack letters can be an effective way of relaying important and helpful information to parents/guardians. Unlike verbal messages, letters can be reread and used as a reference tool. Reporters like to use backpack letters to verify facts and perhaps even more importantly, to demonstrate to the community that a school is taking care of its students and staff. The information contained in backpack letters can form the outline for media interviews.

In an emergency incident, a backpack letter sent home with a student allows school administration the opportunity to:

- ✓ Explain the situation that exists.
- ✓ Describe the steps that the school has taken to ensure the safety of students and staff.
- ✓ List ways in which parents and family members can support their child(ren).

The decision to send a backpack letter home after an emergency at or near the school is made on a case-by-case basis. Usually, the principal, in consultation with the Superintendent’s office, will decide whether a letter should be prepared and sent. In making a decision to send a letter home, a series of questions should be raised, such as:

- ✓ Are other children or adults endangered by this situation?
- ✓ Are others likely to be at risk at a future time?
- ✓ Are there actions that parents or guardians should take to further protect their children?
- ✓ Are there harmful rumors in the school community that must be addressed?

At times, it may not be appropriate to send a backpack letter home immediately if such a letter might:

- ✓ Compromise a law enforcement or public health investigation.
- ✓ Violate the privacy of individuals involved in the situation.
- ✓ Create unwarranted anxiety in the school community.

All well-constructed backpack letters should contain these common characteristics:

- ✓ The letter is clear and simply written.
- ✓ The letter avoids words or phrases that could be interpreted as inflammatory.
- ✓ The letter contains only accurate information and does not speculate on any issue.
- ✓ The letter asks parents to be involved in the solution(s).

VERBAL MEETINGS

There may be occasions whereby it may be helpful for the Principal or Incident Commander to hold a brief, informal meeting with gathered parents to try and provide them with a quick overview of a situation and provide procedures that will be followed until the situation is stabilized or resolved.

COMMUNITY MEETING WITH PARENTS

Following an emergency, school and district administration, in conjunction with public safety or public health officials, may consider conducting a meeting to inform the school community of the situation and to answer questions.

DISTRICT OR SCHOOL WEBSITE

The district or school should consider posting an emergency communication on their website.

TAPED PHONE MESSAGES

The school or work site may receive calls during off hours seeking information about the emergency. The school or district may consider taping a phone message that relays the same information to anyone who calls.

Every school/district Emergency Action Plan (EAP) should include planning for the aftermath. During and after a crisis, work site personnel involved in the crisis are at risk of succumbing to mental and emotional stress or injury. Schools may rush to bring psychologists and social workers to counsel students; however, the needs of work site employees may be overlooked, including members of the EMT.

In a crisis, people often experience one or more physical responses, including shock or numbness, an adrenaline rush, a raised heartbeat, sweating, and hyperventilation. These are normal responses, part of our fight-or-flight syndrome. School personnel may also experience emotional reactions: shock, disbelief, denial, anger or rage, sorrow, confusion, frustration, self-blame or guilt.

Even though an individual may feel some of these physical or emotional responses immediately, they may not experience other emotions for days or weeks. These too are normal responses, but may take an employee by surprise. It is important to recognize and acknowledge these feelings to avoid increased damage.

Some traumatic events may cause more serious reactions than others. High on the stress list are:

- Man made events.
- Events that are life threatening.
- Events that violate our sense of how the world is or should be.
- Events that attract high media coverage.
- Events that we can identify with.

Emergencies that involve students often fit all these categories and adults who support students and their families through a crisis are vulnerable to stress (critical incident stress) responses.

Fortunately, there are interventions that can help affected individuals understand their reactions and begin to heal. The District's Crisis Response Team (CRT) made up of psychologists, counselors, and other trained personnel are the best resource to look to for immediate assistance. The CRT can be contacted by calling the Pupil Personnel Department.

A “**SIZE-UP**” is a nine-step continual data gathering process that determines if it is safe to perform a certain emergency task, whether fire suppression, search and rescue, facilities assessment, etc. A size-up enables first responders to make decisions and respond appropriately in the areas of greatest need. The nine steps in a “**size-up**” are:

1. **Gather Facts:**

- What has happened?
- How many people are involved?
- What is the current situation?
- Does the time of day or week affect this situation?
- Do weather conditions affect the situation (e.g. forecast, temperature, wind, rain)?
- What type(s) of structures are involved?
- Are buildings occupied? If yes, how many?
- Are there special considerations involved (e.g. children, elderly, disabled)?
- Are hazardous materials involved at or near the situation?
- Are other types of hazards likely to be involved?

2. **Assess and Communicate the Damage:**

- Take a lap around each building and try to determine what has happened, what is happening now, and what may happen next.
- Are normal communications channels functioning (e.g. ICS, radios, e-mail, phones)?

3. **Consider Probabilities:**

- What is likely to happen?
- What is the worst-case scenario?

4. **Assess Your Own Situation:**

- Are you in immediate danger?
- Have you been trained to handle this situation?
- What resources are available which can assist with your current situation?

5. **Establish Priorities:**

- Are lives at risk? Remember, **life safety is the first priority!**
- Can you and available resources handle this situation SAFELY without putting others at risk?
- Are there more pressing needs at the moment? If yes, what are they?

6. **Make Decisions:**

- Base decisions on the answers to Steps 1 through 3 and the priorities that your team has established.
- Where will deployment of resources do the most good while maintaining an adequate margin of safety?

7. **Develop an *INCIDENT ACTION PLAN*:**

- Develop a plan that will help you accomplish your priorities.
- Simple plans may be verbal, but more complex plans should always be written.
- Determine how personnel and other resources should be deployed.

8. **Take Action:**

- Execute your plan, documenting deviations and status changes so that you can accurately report the situation to first responders, the Incident Command Post, the EOC, or other agencies that respond to the scene (e.g. fire, law enforcement, medical, media, coroner, parents).

9. **Evaluate Progress:**

- At reasonable intervals, evaluate your progress in accomplishing the objectives in the plan of action (Incident Action Plan) to determine what is working and what changes you may have to make to stabilize the situation.

**ICIA
EMERGENCY ACTION PLAN**

SECTION 2 OF 3

**EMERGENCY
READINESS**

SECTION 2: Part 2.1 ACTIVITY ON OR NEAR CAMPUS
--

If an accident, such as an auto wreck or plane crash, happens on or near campus, or if a student or staff member is seriously injured on campus:

- **Call 9-911.** Identify your school site and exact location of incident.
- Notify the Superintendent's Office.
- Inform Emergency Management Team (EMT) and if necessary activate Incident Command System (ICS).
- Refer to the Emergency Action Plan section(s)/part(s) as needed.
- If no buildings are endangered, instruct students to stay inside classrooms.
- If buildings are damaged, evacuate all students and staff away from wreckage.
- Evacuate to a site upwind if possible. Maintain control of students and collect Student/Staff Accountability Reports.
- Custodian should turn off power supplies, electricity, and gas lines as necessary.
- If the injured are students or staff members, call the parents, spouses, or other individuals named on the emergency card.
- Complete required ICS forms (Found in Section 3: Forms).

TELEPHONE BOMB THREAT

- During the call, complete the bomb threat checklist found on the next page.
- Stay on the line with the caller as long as possible, continuing to try and obtain more information about the threat.
- Have someone else call **9 -911** (first 9 is to obtain outside line) and notify the Superintendent's office.
- Without using portable radios or cell phones, organize a meeting with the school's Emergency Management Team (EMT). Radio and cell phone usage can resume once you are 300 feet away from school premises as a bomb could be hidden outside.
- If necessary, implement the ICS with only those positions deemed necessary.
- Assign a recorder to document events as they take place.
- Any search of the site should be done under the direction of law enforcement.
- The decision to evacuate the school is the responsibility of the principal or his/her designee.
- If an evacuation is ordered, do not touch anything while leaving the building. Report any suspicious items to the Incident Commander.
- Follow off-site evacuation procedures.
- If the caller identifies a location where the device has been placed, avoid evacuating through the identified area.
- EMT members responsible for off-site evacuation and student accounting should begin making preparations for an orderly transition of the students/staff to the evacuation site.
- If an announcement is made over the school PA to evacuate, remind teachers and site supervisors to bring their class or work area rosters and the Emergency Response Box (ERB).
- When the off-site evacuation location is reached, account for all students and staff. Report missing students/staff to the Incident Commander. The Incident Commander will report missing students/staff to the law enforcement agency assisting with the evacuation.
- Re-entry onto the school campus can only take place at the direction of Incident Commander.

E-MAIL BOMB THREAT

- Save the e-mail message.
- Print a copy of the message and give to the Principal, law enforcement, and the Technology Department.
- Follow applicable procedures from above.

BOMB THREAT CHECKLIST

(QUESTIONS TO ASK WHEN A BOMB THREAT IS RECEIVED):
REPORT CALL IMMEDIATELY TO THE SCHOOL ADMINISTRATOR
REMEMBER – KEEP CALM AND DO NOT HANG UP

1. When is the bomb going to explode?	CALLER'S VOICE
	Accent
2. Where did you put the bomb?	Any impediment
	Voice (loud, soft)
3. When did you put the bomb there?	Diction (clear, muffled)
	Manner (calm, emotional)
4. What does the bomb look like?	Did you recognize the voice?
	If so, who do you think it was?
5. What kind of bomb is it?	Was caller familiar with the school?
6. What will make the bomb explode?	THREAT LANGUAGE
	Well spoken
7. Did you or someone else place the bomb?	Incoherent (drunk, drugged, slurred)
	Irrational/ranting
8. Why did you place the bomb?	Was this a taped message?
	Did caller read the threat message?
9. What is your name?	Was caller abusive?
	Was foul language used?
10. Where are you?	Other
11. What is your address?	BACKGROUND NOISE
	Street noises
12. Do you have relatives that attend the school?	Aircraft
	Voices in background
13. Other questions to keep caller on the line	Music
	Machinery
	Local, collect, or long distance call?
	OTHER
	Sex of Caller: Estimated Age:
	Date: Time:
	Estimated Duration of Call
	Recipient of Call:

	Name (Print)
	Signature: Tel #
EXACT WORDING OF THREAT:	

SECTION 2: PART 2.3

FIRE/EXPLOSION

Apart from arson, major causes of school fires include improper handling and storage of flammable liquids, overloaded electrical outlets, and excessive accumulation of rubbish.

Students must rely on school administration and teachers to handle any fire emergency and to establish an environment that can reduce, control and eliminate conditions that may contribute to a fire. All employees are encouraged to refer to the *District's Injury and Illness Prevention Plan, Fire Prevention Plan* for additional information about how to prevent or reduce the risk of fire.

FIRE DRILLS

- The California Education Code requires that each school conduct one fire drill per month.

FIRE DRILL PROCEDURES

- NO advance notice of fire drills should be given to building occupants, except for the first drill of each school year and the first drill of summer school.
- All drills shall be conducted using the same procedures that would be followed in case of an actual fire.
- Fire drills should be conducted at different hours of the school day and during different activities such as class periods, recesses, changing classes/periods, lunch, and when students are at an assembly.
- An appropriate number of staff should know how to reset the fire alarm.
- Immediately after the alarm has sounded for the drill, call the Fire Department non-emergency number to advise that this is only a drill.
- Keep documentation for each drill and record notable events for future consideration/improvement.

POSTING OF EVACUATION ROUTES

- A school map, showing the primary and secondary evacuation routes shall be posted inside each room that is used by students at any time. The evacuation map shall have the room location highlighted and be placed on the wall so that an arrow indicating the exit route is pointing in the direction of the exit from the room.
- The map shall be labeled “**EVACUATION PLAN**” in bold letters and prominently posted in hallways, offices, bathrooms, cafeterias, lounges, PE locker rooms, auditoriums, gymnasiums, etc., in addition to all classrooms used by students.

FIRE/EXPLOSION CHECKLIST

- If fire or smoke is detected, or a burning odor is sensed, pull the closest fire alarm to initiate building evacuation procedures.
- Call 9- 911 to report all known information about the incident.
- Call the school office to inform the site administrator.
- Site administration should notify the Superintendent's office.
- Site administration should assign a recorder to begin documentation of the event.
- All classrooms and work areas should take the Emergency Response Box (ERB) with them when evacuating. The ERB should contain the Emergency Response Notebook, which contains the Student/Staff Accountability Report (See Section 3 – Emergency Forms –Form 1).

- Before leaving a classroom or work area, the teacher or work area supervisor or their designee should make sure all windows are closed. Additionally, a green (all clear) or red (problem) sign should be secured to the outside of the door when exiting.
- Procedures for special-needs students should be planned in advance and practiced.
- School administration should initiate the Incident Command System (ICS) and the principal or designee assumes the role of the Incident Commander (IC) and establishes a Command Post staging area.
- Teachers are to complete the Student/Staff Accountability Report (**Form 1**). Additionally, the ERN has a RED cover side and a GREEN cover side. RED indicates missing students or staff and GREEN means all students/staff are accounted for. The teacher needs to display the correct color (RED or GREEN) by holding up the notebook and displaying the appropriate color that represents the status of students. The appropriate color should be shown in the direction of the Command Post.
- Assigned and trained “Runners” should collect **Form 1** from all teachers showing **RED**. These forms need to be returned to the Command Post for evaluation by the Emergency Management Team (EMT).
- ‘Runners’ should then collect **Form 1** from teachers and others indicating **GREEN** to make sure the total student population is accurately accounted for.
- Data collected from the **Student/Staff Accountability Form** will determine if the EMT needs to activate additional portions of the ICS, such as First Aid, Medical, Search and Locate/Rescue, etc.
- Establish contact with fire and law enforcement agencies.
- The fire department will give clearance to site administration when it is OK for students and staff to re-enter the building or an alternative plan if the building will not be able to be occupied.

An earthquake's effect on district facilities will vary from building to building and school to school.

Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used. Another major threat during an earthquake is from falling objects and debris. Injuries may be sustained during the earthquake while evacuating the building(s) or upon re-entry. Use the following guidelines/procedures to manage the incident:

IF INDOORS

- **DUCK, COVER AND HOLD** by getting under a desk or table. Protect eyes and head!
- Move away from windows and objects that could fall.
- Stay under desk or table until shaking stops.
- Listen for emergency instructions.
- Evacuate building if necessary and stay away from buildings, utility poles and large objects while transferring to the assembly area.
- Account for all students/staff using Student/Staff Accountability Report (**Section 3 – Emergency Forms - Form 1**).

IF OUTDOORS

- Move away from buildings, utility poles and large objects.
- Avoid all downed electrical lines.
- Do not touch any wire or any metal objects.
- Sit down in a safe area.
- Move to assembly area and begin accounting for all students and staff.

IN DISTRICT VEHICLE:

- Stop vehicle in a safe location away from power lines, overpasses or buildings.
- Stay in vehicle and establish radio contact with school or district.

GENERAL GUIDELINES (AFTER THE QUAKE):

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all students and staff.
- Activate necessary portions of the ICS in collaboration with the site Emergency Management Team.
- Determine injuries and provide basic first aid via Medical/First Aid Group.
- Call **9-911** if there is a major emergency that is life threatening. You may not get a response from 911 if a major disaster has occurred affecting a large local area. **As we have been warned, we may be on our own for several hours or days.**
- Establish communication with your Supervisor, Incident Commander and District EOC.

- Assist any law enforcement or fire units that may respond to your site.
- Control internal and external communications, including contact with District EOC and city agencies by use of telephones, cell phones, radios, runners, e-mail, text messages, or other means.
- Refer all media inquiries to the District's PIO.
- In communication with the District EOC, assess the overall situation, how long students and staff might be at school, how supplies might be distributed and sheltering of students and staff. Be prepared to have the Red Cross or local governments designate the school as a shelter.

SECTION 2: PART 2.5	WEAPONS ON CAMPUS
----------------------------	--------------------------

REPORTING

- If a student has reported a weapon, safely isolate him or her in the school office area or another secure location.
- The school employee will immediately notify the Site Administrator of the situation.
- Regardless of the day of the week or time of day, parents or students should be encouraged to contact the school administration directly to report weapons on campus or other incidents that might pose a dangerous risk to the school population.
- School employees need to encourage students and parents to communicate with the school or district regarding any incident that might pose a danger to the school population.
- If any school employee or student has knowledge of a weapon on campus, school administration should immediately be contacted.
- School administration should immediately call **9-911** for law enforcement assistance anytime a criminal act has occurred or is believed to have occurred.
- As long as the weapon is not being displayed, no effort should be made to confiscate the weapon from the suspect until law enforcement arrives. School administration should go to a safe area where the suspect is reported to be and observe him or her until law enforcement arrives.
- **DO NOT** confront the suspect.
- A school administrator should accompany the law enforcement officer to the location of the suspect.
- Prepare to lockdown the campus in the event the situation escalates. If lockdown is initiated, the Emergency Management Team should be contacted and the Incident Command System activated. A Command Post shall be established that has communication capabilities with staff (PA system, phones (room and cell), e-mail, radios, etc.) Assign a recorder to document events as they take place.
- If the incident involves a student, school administration shall make every effort to notify the parents or guardians of that student consistent with District policy.

QUESTIONING OF STUDENTS

- Generally, one school administrator should conduct questioning of any student who is a victim of a security-related incident, preferably with another staff member present as a witness.
- The questioning should be limited in scope and should focus on the information necessary to locate the weapon, protect students/staff, and control the perpetrator(s).
- Gather as much information as possible from witnesses or students. This information could be:

- ✓ Name of student, staff member or suspect(s) on campus.
 - ✓ Location of suspect when weapon was observed.
 - ✓ What did the suspect do with the weapon after it was displayed?
 - ✓ Is the current location of the suspect with the weapon known?
 - ✓ If suspect is a student or staff member, direct office personnel to gather information about the suspect for law enforcement.
- Specific details relating to any crime should be obtained by a trained police officer. This questioning, if on District property, shall meet the conditions as defined by District policy and/or applicable laws.
 - Once the suspect is safely contained by law enforcement, a private area should be reserved and used for questioning the suspect.
 - **DO NOT** allow the suspect to pick-up or carry his/her own belongings. A second administrator or law enforcement officer should take all the suspect's belongings (book bag, clothing, etc.) from the area. School administration should follow the directions of law enforcement since this is a possible criminal investigation.
 - A school administrator may be requested to search the suspect's belongings, including, but not limited to: book bags, purses, lockers, and autos (if applicable). If a gun or other weapon is found, law enforcement takes control of the search.
 - Law enforcement should take possession of any weapon located during such an incident.
 - A photo of the weapon should be taken.
 - Secure detailed written statements from witnesses.
 - Coordinate a written communication release to parents with the Superintendent or designee.
 - Provide counseling as needed.

SCENE OF INCIDENT

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including students or staff members, should be held near the area of the incident and be made available to law enforcement for questioning.
- Law enforcement responding to the incident will coordinate activities at the scene of the incident and finished, release the area to school officials when finished.

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that a student is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the student's immediate family.

IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE SCHOOL RESPONSE AND MAY INCLUDE THE FOLLOWING

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with school staff and school administration that also include a number of school referrals.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

In situations where students present other threatening behaviors, parents should be informed of the concerns immediately. School administration should seek assistance from the Pupil Services Department.

WHAT TO DO IF A SHOOTING/STABBING OCCURS ON SCHOOL CAMPUS

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.
- **Call 9-911.** Identify your school, address, and succinctly explain the emergency incident and exact location on campus. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Disable the bell system to prevent suspect from activating the bell to draw students and staff out of building(s).
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post and appoint Incident Commander and communicate location to law enforcement and fire/rescue units.
- Notify Superintendent's Office.
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all students and staff members by using phone or e-mail or other communication means. Use the RED/GREEN system to speed the process of accountability. If RED, who is missing. If GREEN, move quickly to the next person on the phone tree list.
- Attempt to determine if the shooter/stabber is still on the school/work site.
- Attempt to determine if the weapon has been found or secured.

- Attempt to determine if the shooter/stabber has been identified.
- Assign a school liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.

- Gather witnesses in secure room for law enforcement questioning. DO NOT allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop plan to evacuate students/staff to an off-site or alternate evacuation area should it be necessary to evacuate the school campus.
- Gather information and emergency cards of students and/or staff members involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Superintendent or Public Information Officer. Can a message be placed on the District Hotline or website?
- Prepare backpack letter for students to take home. Letter should be prepared with cooperation from school administration, law enforcement and Superintendent.
- Provide a district or school liaison representative for family members for any injured students or staff members.
- Provide Crisis Response Team to provide counseling and to help deal with any psychological factors.
- Initiate lockdown or shelter-in-place procedures to isolate students from danger or send students to a secure area.

IF STUDENTS OR STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire, but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise head.
- Listen for directions from school authorities or law enforcement.
- Provide your name to teacher or work area supervisor who is accounting for all students/staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
 - ✓ Is suspect still on campus and do you know current location?
 - ✓ Where was the specific location of occurrence?
 - ✓ Are there wounded students or staff members? How many?
 - ✓ Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices, other).
 - ✓ Describe sound and number of shots fired.

SECTION 2: PART 2.7 Death and/or Suicide

Death on a school campus is rare; however, a school should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc.

Schools should also be prepared for the sudden, unexpected death of a student, staff member or a family member that does not occur on the school campus (automobile accident, sudden death, drive by shooting, gang violence, etc.).

Guidelines to utilize in the event of a death are outlined below.

DEATH OCCURS ON CAMPUS

- **Call 9-911.** Identify your school/address and briefly outline the emergency and location on campus.
- Notify the school administration.
- Activate the Incident Command System if necessary and contact the school Emergency Management Team. Assign staff as needed.
- Notify the Superintendent's office.
- Isolate students and staff from scene.
- If there is a death, do not move body. Law enforcement will contact the coroner's office so that the body can be removed and any personal items of the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area with yellow caution tape found in Emergency Bin. Assign staff to guard area.
- Gather all witnesses, including students and place witnesses in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them. Assign staff to monitor witnesses.
- Consider impact on students and staff. Involve the District Crisis Response Team as appropriate.
- If the deceased is an employee, the District must notify Cal-OSHA (**Los Angeles – (213) 576-7451**) within the 8-hour time requirement. Law enforcement or fire department may inform the District they will contact Cal-OSHA; however, the District still must make certain it calls Cal-OSHA.
- Monitor student/staff emotional responses. Following a death there may be:
 - ✓ Self-referrals
 - ✓ Parent referrals
 - ✓ Reports and concerns expressed by relatives or good friends
 - ✓ Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms.

SUDDEN DEATH THAT OCCURS AWAY FROM SCHOOL CAMPUS

- If a death is reported to school or district administration, the information should be confirmed with the family of the deceased or with law enforcement.
- Ask family how the school can be of assistance and determine what information will be given to students and staff. Request family to inform school when plans for a memorial or funeral are finalized.

- When a death is confirmed, provide a written statement to school staff including who, what, when, and where.
- Notify District Office if death is a staff member. Notify District Office and Pupil Personnel Services if death is a student or a member of a student's family.
- If necessary, activate the school's emergency telephone tree (home/cellular), alerting staff of the death and procedures to follow when returning to school.
- Consider impact on students and staff. Involve the District Crisis Response Team as appropriate.
- Monitor student/staff emotional response. Develop a list of:
 - ✓ Self-referrals
 - ✓ Parent referrals
 - ✓ Reports by relatives and good friends
 - ✓ Students who have recently experienced a loss.

In the overall scheme of preparedness and readiness for acts of violence that may include death, the school/district should review and update the following plans or procedures as necessary:

- Violence Prevention Plan.
- Early Warning Sign Checklist and Referral System.
- Listing of resources available in the school, district, community and county government agencies.
- Shared Responsibility Partnership Plan with the student, school, home and community.
- Procedures to inform parents.
- Confidentiality and Parent's Rights to Privacy (laws, policies and regulations)
- Training Module for development of intervention skills for staff, students and families in times of crisis.
- District/school HOTLINE procedures.
- Relationship and communication with local law enforcement liaison assigned to each school.

SECTION 2: PART 2.8 HOSTAGE SITUATIONS

In any hostage situation, the primary concern must be the safety of students and staff.

Individuals who take hostages are frequently disturbed and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication and demeanor with a hostage taker must be handled in a non-threatening, non-joking manner, always remembering that it may take very little to cause an individual to become violent.

IF THE OFFICE IS TAKEN HOSTAGE

- Do not use words such as “hostage,” “captives,” or “negotiate.”
- Stay calm.
- No heroics, challenges or confrontation.
- Obey all commands.
- When safe, **call 9-911**. Identify your school or work site and give the exact location of the incident on the campus. Stay on the phone until law enforcement arrives to assume control of the situation.
- If possible, assign another staff member to notify the Site administrator and the Superintendent.
- If possible, notify the site Emergency Management Team (EMT) and initiate a school-wide or work site lockdown to stabilize areas around the incident and make for an easier evacuation.
- The school or work site EMT shall activate the Incident Command System and make needed assignments including staging a Command Post (CP) and appointing an Incident Commander (IC).
- If possible, the EMT should provide law enforcement with a liaison from the school or work site. The liaison can assist in providing name of IC, location of CP and obtaining school or work site maps, keys, radio and phone numbers, etc.
- Keep all radios, television sets, and computers turned off to minimize any possibility that suspect can hear or see “NEWS REPORTS.”
- Make an effort to establish rapport with suspect. Provide your first name. Find out his/her first name and use first names, including those of other staff members involved in the situation. If you do not know first names, refer to the hostages(s) as boys, girls, men, women, and students.
- Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately six (6) to eight (8) hours, and the average barricade incident lasts approximately three (3) hours. **TIME IS ON YOUR SIDE.**
- Anticipate a point of law enforcement entry, rescue and how suspects will be apprehended.

WHEN THE HOSTAGE LOCATION IS OTHER THAN A SCHOOL OFFICE

- Immediately call **9-911**. Identify your school or work site, address and the situation, providing the exact location of the incident. **STAY ON THE LINE UNTIL LAW ENFORCEMENT ARRIVES.**
- While on the phone with the 911 dispatcher report the following if known:
 - ✓ Number of suspect(s)
 - ✓ Names(s) of suspect(s) (if known)
 - ✓ Description of suspect(s):
 - ❖ Male or Female

- ❖ Race
- ❖ Weight (Light, Lean, Heavy, Obese).... stay away from using lbs.
- ❖ Height (short, medium, tall) avoid using feet/inches
- ❖ Hair
- ❖ Eyes
- ❖ Approximate age
- ❖ Description of clothing
- ❖ Anything special or unusual, like:
 - Scars
 - Tattoos
 - Burn marks
 - Birthmarks
 - Pierced body parts
 - Jewelry
- ✓ Exact location of suspect (building, room) and include North, South, East or West in your directions.
- ✓ Approximate number of students/staff in classroom or hostage area.
- ✓ Are weapons or explosive devices involved?
- ✓ Have any shots been fired? If yes, describe sound and number of shots fired.
- ✓ Are there reports of any injuries or emergency medical needs (medication)? Describe exact location and condition of victim(s).
- ✓ Are there any demands the suspect has made?
- ✓ Is there any other background information, past problems with suspect, demeanor, possible motive, vendettas against staff or particular staff member?

If the hostage situation is on one side of the campus, law enforcement will likely want to enter Campus from the other side. Inform law enforcement exactly where the “Hostage Situation” is located and advise law enforcement what you consider to be the best “other side” entrance for law enforcement response.

- If possible, assign another staff member to notify the Site Administrator and the Superintendent.

WHILE WAITING FOR LAW ENFORCEMENT

- If you can safely communicate to classrooms by phone (room or cellular), implement lockdown procedures. For this situation, **DO NOT** set off the one-minute bell as the bell may cause students and staff to panic and rush into a dangerous area.
- Keep other, uninvolved students in classroom.
- **DO NOT EVACUATE** until instructed or escorted by law enforcement.
- Complete Student/Staff Accountability Report (**FORM 1**).

ONCE LAW ENFORCEMENT ARRIVES

- If the incident is at a school, the District EOC should assist in coordinating efforts with law enforcement to establish an “Emergency Assembly Area”
- Law enforcement will need assistance in identifying witnesses. Gather witnesses in a secure location but do not let them talk with one another (to protect the investigation).

THE SITE EMT AND THE DISTRICT EOC SHOULD MAKE PLANS TO

- Establish their respective Command Posts and assignment of necessary personnel.
- Record all events.
- Account for all students and staff.
- Prepare for a possible off-site evacuation route and location.
- Contact bus transportation for available buses and establish a bus staging area.
- Establish a media staging area.
- To implement a hotline number for parents to call (school/district).
- Prepare a student/parent reunion staging area.
- Alert District Crisis Response Team for possible counseling of students/staff.

SECTION 2: PART 2.9 HOSTILE VISITOR

A hostile visitor could be an irate parent, a staff member, a school neighbor, or an acquaintance of a staff member. The situation may begin in the school office; however, the individual may bypass the office and go directly to the target of his/her hostility. It is the responsibility of staff to protect students and staff, attempt to defuse the situation, and, if necessary, notify law enforcement.

UNDERSTANDING NONVERBAL MESSAGES

Body language plays a role in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent. Pay attention to signs that a person is angry or frightened. These include:

- Trembling
- Sweating
- A red face
- Crossed arms
- Clenched jaw or fists
- Shallow breathing
- Glaring or avoiding eye contact
- Pacing the floor
- Sneering
- Crying
- Ranting

SEND THE RIGHT NONVERBAL MESSAGES

Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet distance from you.

Avoid doing any of the following:

- Glaring or staring at the visitor
- Threatening mannerisms such as clenched fists and a raised voice.
- Getting angry

Consider doing the following:

- Be courteous and confident
- Do not touch the individual
- Protect yourself at all times
- Find another staff member to join you or keep the meeting in an open area
- Listen to the visitor, giving him/her the opportunity to vent
- Do not disregard the person's opinion or blame the person.

ATTEMPT TO USE PHRASES SUCH AS:

- What can we do to make this better?
- I understand the problem and I am concerned.
- We need to work together on this problem.

WHAT TO DO:

- As soon as possible, **call 9-911** and stay on the line. State your school, address, and exact location of hostile visitor. Identify building by letter (A, B, C, D, etc.) or number and use directions (North, South, East or West) for law enforcement as they enter the grounds. Give a description of the hostile visitor.
- If possible, assign a staff member to meet law enforcement and direct them to the location. The staff member should unlock any gate that makes access to campus easier and faster.
- If possible, notify the Site Administrator and the Superintendent
- If necessary, activate the Incident Command System, using only those parts of ICS as determined by the information at hand. Expand ICS as needed.
- If students are on the playground for recess/break, lunch or any other school activity, outdoor supervisor should be advised to move all students to the nearest secure, indoor area.
- Use staff members to keep students and staff away from the location of the hostile visitor.

A chemical release or hazardous material spill could affect one classroom, an entire worksite or larger area.

HOW SHOULD THE SCHOOL OR DISTRICT PREPARE

- The school and district Emergency Management Teams should discuss and review plans to “Shelter in Place” or to “Evacuate the Area” using an alternative evacuation staging area.
- Staff should be trained to know what type of Personal Protective Equipment (PPE) and clothing to wear when handling hazardous material. The type of PPE to be worn, if any, is contained in the Material Safety Data Sheet (MSDS).
- Staff utilizing or handling any hazardous material, should know the symptoms of exposure, emergency first aid and treatment for exposure.
- All hazardous materials should be stored in a manner prescribed on the MSDS.

HOW SHOULD THE SCHOOL OR DISTRICT RESPOND

- If a hazardous spill or chemical release occurs within any area of the district, immediately notify **9-911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill and a report of any injuries, illnesses, fire, explosion, etc.
- Approach incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Site Administrator and Superintendent.
- Activate necessary portions of Incident Command System (ICS) and appoint Incident Commander. Expand ICS as needed and make necessary assignments appropriate to incident.
- Begin documentation of events.
- The situation or advice from law enforcement, fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to “Shelter-In-Place” or to “Evacuate” the building/campus. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction look at movement of trees or flag.
- If “Sheltering-In-Place” and, if possible, shut off all air-conditioning and heating units. Close all windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct students and staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- Keep telephone lines clear for emergency calls.
- Do not release students from any classroom or area until areas are cleared by law enforcement, fire officials, or a hazardous materials unit deployed to the scene.
- If an evacuation is ordered, follow all instructions.
- Upon reaching alternative evacuation area, take head count and report missing or ill students/staff to Incident Commander and/or law enforcement.
- Establish staging area for Student Release and release students to authorized persons on emergency card.
- Complete necessary ICS forms for the incident and update District Office.

SECTION 2: PART 2.11 MEDICAL EMERGENCY
--

Schools deal with medical situations on a daily basis. Students become ill, get cuts and scrapes or may require medication. Occasionally a medical emergency will occur and school personnel must be prepared to respond quickly, effectively, and efficiently.

SOME EMERGENCY PREVENTION/PREPAREDNESS GUIDELINES

- Student/staff health cards and emergency contact information should be completed and/or updated throughout the year by students, parents, and staff members.
- Insist that all accidents be reported, even if no visible harm or injury occurred.
- Follow established procedures for issuing medication.
- Do not allow teaching staff to give medical advice to students.

WHAT TO DO IF A MEDICAL EMERGENCY OCCURS

- Assess seriousness of injury and/or illness by doing START (Simple Triage and Rapid Treatment, commonly called Thirty-Two-Can Do). **(Section 3 – Emergency Forms – Form 4a)**. If a student or staff member fails any of the three simple tests (Respirations, Perfusion, and Mental), their medical status is IMMEDIATE (RED). Administer first aid or CPR as needed.
- Call 9-911 and be prepared to provide:
 - ✓ Your school, address, building letter (A, B, C, D, etc), room or floor number
 - ✓ Describe illness or type of injury
 - ✓ How the illness or type of injury occurred
 - ✓ Age of ill or injured student/staff member
 - ✓ Quickest way for ambulance to enter school/location on campus
- Notify the school office, site administrator and Superintendent's office.
- Assign a staff member to meet and direct rescue services to location of injured party. Unlock the gate where the emergency vehicle(s) can enter the campus.
- Have the Student Health Card taken to the same location as student. Guard Student Health Card with care as it contains confidential information.
- Assign a member of the Emergency Management Team, school nurse or a staff member to stay with injured party, even if they are transported to a hospital.
- Notify parent or guardian of situation, including type of injury/illness, medical care being given and location where student has been transported.
- If the injury or illness is to a staff member, notify the staff member's family.
- When appropriate, advise staff of situation.
- Follow-up with parents, guardian or staff member's family.

SECTION 2: PART 2.12 CHILD-NAPPING, ABDUCTION OR MISSING STUDENT
--

A student may be missing from school or class for a variety of reasons. They may include:

- Student left school without notifying school staff.
- Student is hiding on campus.
- Student has been abducted at school or on way to school.
- Student got onto a wrong bus.
- Parents report that their child is missing or has run-away.

When a student is discovered missing, school staff must take immediate steps to determine the status of the student and, as appropriate, notify public safety agencies.

Record name and contact number for person reporting the student missing. If case involves suspected abduction, immediately call **9-911**. Determine if student attended school that day. Assign staff members to begin checking last known location of the child.

BEGIN GATHERING INFORMATION ABOUT THE STUDENT, INCLUDING

- Description of student including height, weight, skin and hair color, eye color, clothing (style, color), backpack, etc.
- Obtain photo, if available.
- Home address, phone numbers (home or cell), parents' contact number at work.
- Class schedule.
- Bus or walking route information.
- Identify friends of student and seek information.
- Behavior (normal or upset/angry, etc.)

OTHER "TO DO" ACTIVITIES

- Contact parents and inform them of situation.
- Begin recording events.
- Assign a staff member to organize a complete search of the school/grounds. If incident happens during the school day, consider holding the bells until the matter is resolved or the school has been completely searched.
- Notify the Superintendent's office.
- Obtain information on possible witnesses, friends, and last person to see student.
- Double check circumstances! Could the child have ridden the wrong bus or walked home? Did someone else pick-up the child? Is the child at another activity?
- Arrange for counseling of student(s) as needed.
- When the student is found, inform everyone who had been notified of the incident that the student is no longer missing.

SECTION 2: PART 2.13 SEXUAL ASSAULT/RAPE
--

All district personnel who have reasonable suspicion to believe that an incident of sexual assault or rape has or may have occurred involving a student as the victim, must follow District Policy for reporting Child Abuse. Reporting the incident can be done anonymously by calling **9-911**, Child Abuse Hotline, or County Child Protective Services. The following procedures apply to any sexual assault, regardless of the victim's age.

Responsibilities of the School

- Call **9-911** and request that law enforcement respond to the incident.
- If there is a crime scene related to the assault, close off the area to everyone. Assign a staff member to provide security for the area.
- Notify the Superintendent's office.
- Assign a staff member to stay with the victim and, if possible, contact the Crisis Response Team by calling the Pupil Personnel Services Department.
- Depending on the situation, the victim should not eat or drink, change clothes or clean themselves while awaiting the arrival of law enforcement.
- Isolate the victim from activity related to the incident and other students/staff.
- Victim should not be asked any questions beyond obtaining a description of the perpetrator.
- Determine if medical attention is needed and if so, call **9-911**.
- Review with the Site Administrator the possible need for a lockdown.
- Law enforcement will coordinate questioning of victim, suspects, and collection of evidence and notification of victim's family. Assign a staff member to serve as a liaison to law enforcement.
- Coordinate statement to media via District Public Information Officer (PIO) and prepare written statement, if appropriate, to go home with students as soon as possible.
- Determine if a community meeting is necessary. Be aware of rumors that may start from these types of events and address those rumors directly.
- Arrange for counseling of students, as needed.

SECTION 2: PART 2.14 CAMPUS/NEIGHBORHOOD INCIDENT

The school is responsible for maintaining a safe school environment. Incidents on campus or in the surrounding neighborhood may be disruptive before, during, or after school. Immediate intervention by school staff is critical.

Following are some practices that the school should discuss and be prepared to act upon if an incident occurs:

- Alert school administration about the incident.
- If possible, identify why the disruption is occurring.
- Notify the Superintendent's Office.
- If necessary, notify law enforcement (**9-911**)
- Gather the school Emergency Management Team (EMT) and develop an action plan to handle situation.
- Begin recording events as they occur.
- Communicate as necessary to students and staff.
- If students are in class, do not release them from classes.
- Take appropriate disciplinary action as determined by District policy
- If the incident is likely to generate media interest, the school EMT should prepare a media staging area. The District Public Information Officer (PIO) should be contacted and requested to respond to the incident.
- School administration should develop a written statement to go home at the end of the day with students.
- School administration should schedule an emergency staff meeting at the end of the day to discuss the incident and prepare for the following day.

SECTION 2: PART 2.15 PUBLIC DEMONSTRATION

Recent events have highlighted the need for schools to be prepared to handle public demonstrations that take place on or near a school. The school staff's primary responsibility is the safety of the student, staff, and school property.

Most groups will give advance warning of a planned protest. When an advanced warning of a planned protest is given, the school Emergency Management Team (EMT) should discuss and be prepared to do the following:

- Establish areas where demonstrators can set up without affecting the operation of the school.
- Notify staff of the planned demonstration.
- Notify the Superintendent's office.
- Notify law enforcement.
- Identify a spokesperson for the group and obtain information on when, why, how many, etc.
- Notify the District Public Information Officer (PIO) and ask for assistance once media requests are made.
- Assign EMT members to act as a liaison with law enforcement and possibly the demonstrating group.
- Ask the Business Office to notify the bus company of a demonstration and possible issues buses may encounter arriving or departing the school.
- Consider limiting class changes to reduce confusion and curiosity.
- **DO NOT** allow students to be interviewed by the media or join in the demonstration.
- Develop an informational letter to send home to parents.

SECTION 2: PART 2.16 GAS ODOR/LEAK

Natural gas has an additive that gives off a distinct odor allowing you to detect (smell) a leak. In most cases, handling a gas leak involves:

- Isolating the area and moving students and staff to safety.
- Eliminating potential ignition sources.
- Securing the leak.

The primary responsibility of the school/worksite staff is to determine how to safely house or evacuate students and staff and to protect school property. The following agencies should be contacted:

- Fire Department (Call **9-911**)
- District Facilities Department and/or the Superintendent's Office. Have a phone number for a point of contact if a leak is detected after business hours.
- Southern California Gas Company.

GAS ODOR OR LEAK INSIDE A BUILDING

- Evacuate the building(s) and move to a safe assembly area as far away as possible from the targeted building.
- Assign Emergency Management Team members to direct students and staff evacuating other buildings to stay away from the building with odor/leak.
- If necessary, activate the Incident Command System and establish Command Post.
- Begin completing Student/Staff Accountability Report (**Form 1**).
- Report any missing students and staff to Command Post.
- Assign a liaison to interact with Facilities Department, Fire Department, Gas Company, or law enforcement.

IF GAS ODOR OR LEAK IS DETECTED OUTSIDE THE BUILDING

- It may not be necessary to evacuate the building. Evacuation is called for only if odor seeps into a building.

SECTION 2: PART 2.17 BUS ACCIDENT

A bus accident can occur before or after school or while on a field trip. Following are some guidelines to be utilized:

- Upon notification of an accident, make sure **9-911** has been called.
- If the accident location is nearby, a school administrator should respond to the scene. Identify yourself prior to entering the law enforcement or fire department's Command Post.
- Notify the Superintendent's Office.
- Determine if any students or staff members are injured. If so, to where are they being transported? A staff member should accompany students and staff to the hospital.
- The following information may be needed at the hospital:
 - ✓ The Student's Health Card.
 - ✓ The Student's Emergency Contact Card.
 - ✓ The Staff member's emergency information card.
- Notify the District Public Information Officer (PIO) and ask for assistance once media requests are made.
- Follow District procedures for reporting an accident and/or injury to student/staff.
- If necessary, contact the Pupil Personnel Services Department to arrange for Crisis Response Team services.

SECTION 2: PART 2.18 INCLEMENT WEATHER WARNING

While most schools have prepared for “rainy day” schedules, there are other weather situations that may arise and need to be addressed quickly, such as severe lightning storms, high winds, tornado watch/warning, heavy rains, flash flooding, Stage 2 or 3 Smog Alert or Smoke Advisory, etc.

These are some guidelines that should be conveyed to staff and students in preparation for the following situations:

LIGHTNING/THUNDERSTORM

- If students are outside for break/recess or lunch, a lockdown should be ordered.
- Students should be advised to avoid touching metal (wire fences, metal poles, etc.)
- Do not gather under a tree or metal lunch cover.
- If inside, stay away from windows
- Unplug as many electrical devices as possible.

HEAVY RAINS

- If students are outside for break/recess or lunch, a lockdown should be ordered.
- Students should be advised to stay away from fast moving water, especially flood control channels.

HIGH WINDS OR TORNADO/CYCLONE WARNING OR SIGHTING

- If students are outside for break/recess or lunch, a lockdown should be ordered.
- Students should be advised to avoid playing around trees that could lose a branch and fall on them.
- Students should be advised to seek shelter.
- If tornado/cyclone warning or sighting, students should be moved indoors and away from windows.
- Use duck, cover and hold method until storm warning clears.

SECTION 2: PART 2.19 SHELTER-IN-PLACE PROCEDURES

Why You Might Need to Shelter-In-Place

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local or school authorities, TV or radio on how to protect you and students or staff assigned to you. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday or instructional time. The important thing is for you to follow instructions of local or school authorities.

Following Are Actions to Follow at Your Worksite:

- Close the school. Activate the school's emergency plan for Shelter-In-Place, Follow reverse evacuation procedures to bring students and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay. When authorities provide directions to "shelter-in-place", they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries from concerned parents by having at least one telephone available in the room selected to provide shelter for the Office Manager, or the person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where students/staff are sheltering-in-place.
- Ideally, provide a way to make announcements over the school-wide public address system from the room where the site administrator takes shelter.
- If students have cell phones, allow them to use them to call a parent or guardian to let them know they have been asked to remain in school until further notice, and that they are safe.
- If the school has voice mail or an automated attendant, change the recording to indicate that the school is closed, students and staff are remaining in the building until local authorities advise that it is safe to leave.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If there is danger of an explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with the building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags (see your Emergency Response Box).
- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or the windows are sealed and cannot be opened. Large storage closets, utility rooms, meeting rooms, and even a gymnasium or auditorium without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider precutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

- Write down the names of everyone in the room and call your schools' emergency contact person to report who is in the room with you.

ICIA

EMERGENCY ACTION PLAN

SECTION 3 OF 3

EMERGENCY FORMS

FORM 1 – Student/Staff Accountability Report

Student/Staff Status: P= Present; A = Absent; I = Injured and left in classroom; T = Trapped in classroom; N = Not in room at time of incident (bathroom, nurses office, speech, RSP, etc.); M = Sent to medical station; R = Released from school; FT = Field Trip

Name of Student and/or Work Area Employee(s)	Circle One Letter Below							
1	P	A	I	T	N	M	R	FT
2	P	A	I	T	N	M	R	FT
3	P	A	I	T	N	M	R	FT
4	P	A	I	T	N	M	R	FT
5	P	A	I	T	N	M	R	FT
6	P	A	I	T	N	M	R	FT
7	P	A	I	T	N	M	R	FT
8	P	A	I	T	N	M	R	FT
9	P	A	I	T	N	M	R	FT
10	P	A	I	T	N	M	R	FT
11	P	A	I	T	N	M	R	FT
12	P	A	I	T	N	M	R	FT
13	P	A	I	T	N	M	R	FT
14	P	A	I	T	N	M	R	FT
15	P	A	I	T	N	M	R	FT
16	P	A	I	T	N	M	R	FT
17	P	A	I	T	N	M	R	FT
18	P	A	I	T	N	M	R	FT
19	P	A	I	T	N	M	R	FT
20	P	A	I	T	N	M	R	FT
21	P	A	I	T	N	M	R	FT
22	P	A	I	T	N	M	R	FT
23	P	A	I	T	N	M	R	FT
24	P	A	I	T	N	M	R	FT
25	P	A	I	T	N	M	R	FT
26	P	A	I	T	N	M	R	FT
27	P	A	I	T	N	M	R	FT
28	P	A	I	T	N	M	R	FT
29	P	A	I	T	N	M	R	FT
30	P	A	I	T	N	M	R	FT
31	P	A	I	T	N	M	R	FT
32	P	A	I	T	N	M	R	FT
33	P	A	I	T	N	M	R	FT
34	P	A	I	T	N	M	R	FT
35	P	A	I	T	N	M	R	FT
36	P	A	I	T	N	M	R	FT
37	P	A	I	T	N	M	R	FT
38	P	A	I	T	N	M	R	FT
39	P	A	I	T	N	M	R	FT
40	P	A	I	T	N	M	R	FT
TOTAL BEFORE RETURNING TO INCIDENT COMMAND CENTER								
Property Damage Assessment to Classroom or Work Area	None		Light		Moderate		Heavy	

REF: Safety Office/Safety/Emergency Preparedness/Initial Student/Staff Accountability Report

FORM 2 MISSING STUDENT OR STAFF REPORT (compiled from Form 1 – Student/Staff Accountability Report
Once info is completed, a copy of this report should be sent to the Operations Section Chief/Search and Locate Rescue Unit.

Name of Student of Staff Member	Assigned Room Number	Grade	Teacher	Last Seen in Which Room, Building, or Area on Campus	Time Search Started	Time Student Found	Condition When Found
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							

23							
----	--	--	--	--	--	--	--

FORM 3 SITE STATUS REPORT to EOC

Date:	Time:	Name of SITE Reporter:	Name of EOC Staff taking report:
Report Type: <input type="checkbox"/> No Contact <input type="checkbox"/> Initial <input type="checkbox"/> Update <input type="checkbox"/> Final			

Available COMMUNICATION SYSTEM:

- ☐ Walkie-Talkie
☐ Cellular Phone # _____
☐ Landline
☐ Other: _____

PEOPLE STATUS

STATUS	# Students/Staff	ACTIONS	NEEDS
I N J U R I E S	RED <i>Life Threatening Needs Immediate Attention</i>	# Injured: _____	
	YELLOW <i>Delayed Attention</i>	# Injured: _____	
	GREEN <i>Minor Injuries</i>	# Injured: _____	
TRAPPED in Building	# Students: _____ Location: _____ _____ # Staff: _____ Location: _____ _____		
MISSING	# Students: _____ # Staff: _____		
Suspected FATALITIES <small>(Only a coroner can officially pronounce a victim dead.)</small>	# Students: _____ # Staff: _____	<input type="checkbox"/> Fill out Form 7.	
STUDENT RELEASE	<input type="checkbox"/> Currently releasing students # RELEASED students: _____ # REMAINING students: _____		<input type="checkbox"/> Not currently releasing students

PROPERTY STATUS

BUILDING/AREA	For <i>Initial Size-Up</i>	For <i>Update & Final</i> Reports, add:			Details
	HEAVY	MODERATE	LIGHT	SAFE	
Administrative Office					
Cafeteria/Multipurpose					
Library					
Classrooms					
Playgrounds					
Other					
UTILITIES					
Electricity	<input type="checkbox"/> OFF	<input type="checkbox"/> ON			
Gas	<input type="checkbox"/> OFF	<input type="checkbox"/> ON	<input type="checkbox"/> Signs of Gas Leak		
Water	<input type="checkbox"/> OFF	<input type="checkbox"/> ON	<input type="checkbox"/> Signs of Flooding		
<input type="checkbox"/> Signs of Smoke/Fire <input type="checkbox"/> Explosion <input type="checkbox"/> Emergency Response Unit on Site		Actions		Needs	

GENERAL NEIGHBORHOOD HAZARDS

- ☐ NO Major Hazards
☐ Road Closure: _____
☐ Downed Power Lines
☐ Trees down
☐ Other: _____

ICIA START CARD (Simple Triage and Rapid Treatment)

TRIAGE

Simple triage and rapid treatment (START) is a method used by first responders to effectively and efficiently evaluate all of the victims during a mass casualty incident (MCI).

Legend

- Action
- Assessment
- Step
- Immediate care / life threatening
- Delayed urgent care
- Minor care (walking wounded)
- DEAD

R Respiration



1. If the victim is not breathing, then the first responder will try to clear the airway and perform any airway maneuvers to get the victim breathing. If all attempts fail, then the victim is presumed dead, and thus tagged with the black label.
2. If the victim is breathing, then the first responder calculates the breathing rate.
3. If the victim's breathing rate is greater than 30 per minute, then the victim is tagged with a red label requesting immediate care because that is one of the primary signs for shock.
4. If the victim's breathing rate is less than 30 per minute, then perfusion will be assessed.

P Perfusion/Pulse



5. If the victim lacks a radial pulse, then immediate attention is required, and thus tagged with a red label.
6. If the radial pulse is present, then the first responder evaluates the victim's mental status.
7. If the March test (capillary refill) is over 2 seconds, then immediate attention is required.
8. If the March test (capillary refill) is under 2 seconds, then the first responder evaluates the victim's mental status.

M Mental Status



9. If the victim is successful, then he is labeled with the yellow tag; medical attention can be delayed for a recommended one hour.
10. If the victim is not able to follow simple commands, then he or she is labeled with the red tag; immediate care is needed because the situation may be life threatening.

Emergency Medical Priorities

- 1 Assess and position the airway and check breathing.
- 2 Check circulation and control bleeding.
- 3 Check mental status and treat for shock.

Triage Decision Flowchart



A mnemonic for diagnosing shock is "30, 2, can do"; if the patient meets any one of the following criteria – breathing rate is 30 or more breaths per minute, capillary refill is more than 2 seconds, or the patient has trouble following simple commands ("can do") – then the patient should be labeled with a red tag.



Prepared by
Stephens Planning & Design LLC



Prepared for
Community Emergency Response Team
Seaverton, Oregon

00001 October 9, 2013

FORM 4b – Triage Assessment Card

ICIA TRIAGE ASSESSMENT CARD			
Name of Student or Employee : (Please print)			
M	F	Age:	Room # Teacher:
Home Address:			
Home Phone: () ()		Cell Phone (Mother/Father) () ()	
Comments:			Date: Time:

<u>THIRTY-TWO/CAN DO TEST</u>		
<u>RESPIRATIONS</u>	<u>PERFUSION</u>	<u>MENTAL STATUS</u>
Over 30	Over 2	Can't Do
Under 30	Under 2	Can Do
	None (clear airway)	

Designation: Immediate (Red) Minor (Green)	Delayed (Yellow) Deceased (Black)
---	--

Actions: Notified Transport Team (Time): _____
Removed by Transport Team (Time): _____
Needs First Aid before Moving: **YES** **NO**
Moved to Medical Area (Time:) _____
Need additional resources to remove (List)
Other: _____

VITAL SIGNS			
Time	Blood Pressure	Pulse	Respirations

Description of Injuries:
Initials:
Known Medical Problems:
Current Medications:

Person Completing Triage: _____

FORM #5 - STUDENT RELEASE LOG

[illegible]

FORM #6 – INCIDENT COMMAND POST CHECK IN/OUT LOG

Document Officer Name (print): _____ Name and # of Incident: _____

Date and Time Checked in: _____ Signature of Document Officer: _____

Name of District Site: _____

[illegible]

FORM # 7 BODY IDENTIFICATION SHEET

The Orange County Coroner's Office is responsible for the collection, identification and disposition of descendants during conditions of extreme peril. The Coroner's responsibilities include the following:

- Identify human remains and provide adequate storage for descendants.
- Determine the cause and manner of death.
- Inventory and protect personal effects found on the decedent.
- Locate and notify the next-of-kin.
- Release of remains to family.

It is possible that fatalities may occur during a major disaster. Communications and transportation may be disrupted. The Coroner may not be able to provide assistance for an undetermined period of time. Therefore, a local agency (school district) must take action to ensure the safe handling and storage of decedents until the Coroner or Coroner-designated personnel can respond. If this is the case, the following procedures should be followed:

- Secure the body in plastic sheeting or vinyl body bags. If a body bag is not available, wrap and secure the body with vinyl sheeting. The plastic sheeting should be frosted, at least .004 mil thickness and approximately 6 feet in width.
- Place the body in the center of a plastic sheet cut 6 ft X 10 ft. or use two heavy-duty lawn debris trash bags. Secure in such a manner that fluids are contained using ties wraps or 3-ply cotton rope cut into 3 ft. lengths. Do not damage the body when securing. Do not secure rope around the face as this may disfigure the body and hinder identification efforts and funeral viewing.
- Complete the **Body Identification Sheet** – Record identity, if known, through personal recognition and important details on the discovery of the body (address/location, etc.) Leave valuables such as rings, wristwatches, necklaces, etc. on the body. Place loose valuables found with the body in a small seal-able plastic bag and put inside a body bag or plastic sheets. Write a brief inventory description on the **Body Identification Sheet** and place it with the body.
- Set aside an area that can be used as a collection point for fatalities. This can be termed the temporary morgue. Cement parking structure, covered areas, nearby parks, etc. are ideal for this purpose. Special care should be taken not to place bodies where body fluid can be absorbed, such as wooden floors or linoleum covered floors. Be aware of the possibility of drainage and where the drainage will flow.
- Move the bagged body to the area designated as the temporary morgue. Establish security to prevent looting of bodies. Keep a log sheet of bodies stored and a grid showing the location of each body.
- Do not release bodies or property to anyone, including relatives. This is the job of the Coroner's Office after definitive identification has been established.

Name of Victim: (if known) _____ Male or Female Student or Staff Member
Date and time body located (Date) _____ (Time) _____ (a.m. or p.m.)
Method of ID: (circle one) Visual ID on body Unidentified
Was the body triaged? Yes No Did victim fail all three triage tests (respirations, pulse, perfusion)? Yes No
Location where body found: Address: _____ City: _____ State: _____ Zip _____
Building # _____ Room # _____ Hallway _____ Field Location: _____

The following personal effects were found on or with the body.

Clothing: _____
Jewelry: _____
Other: _____

These items have been wrapped with the body: _____

Body moved to temporary morgue on: Date: _____ Time _____ Grid # _____

I, _____, hereby attest to the information cited above.

Signature of Person Completing Body Identification Sheet Date: _____ Time: _____ Phone # _____

ICS FORM 214 - Incident Activity Log

Date: _____ Incident Name/Number _____ Site Name: _____
Documentation Officer Completing Log: _____

[illegible]

Appendix H: Suspected Child Abuse Report and Instructions

SUSPECTED CHILD ABUSE REPORT

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

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

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

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

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

ETHNICITY CODES

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

Appendix F: ICIA 23-24 Suspensions

Grade Level	Number of Suspensions
1 st	
2 nd	
3 rd	
4 th	
5 th	
6 th	