



Hayward Unified School District

Hayward Unified School District
24411 Amador Street
Hayward, CA 94544
Phone: (510) 784-2600

SB 187 Comprehensive School Safety Plan



HARDER
ELEMENTARY SCHOOL

352 Harder Road
Hayward, CA 94544
Phone (510) 723-3840

Comprehensive School Safety Plan Approval

Harder Elementary School 2024-2025

The undersigned members of the School Site Council or Safety Committee certify that the requirements for the SB187 plan have been met.

| Plan Developed by | Name | Date | Signature |
|-------------------------|---------------|----------|-----------|
| Administrator | Cynthia Ortiz | 11/20/24 | |
| Teacher | | | |
| Classified Employee | | | |
| Parent Representative | | | |
| District Representative | | | |

Adopted by School Site Council **Date:** _____

Law Enforcement Agency: Hayward Police Department

Fire Department Agency: Hayward Fire Department

Approved by the Board on: _____

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The **Hayward Unified School District (HUSD)** is a public school district serving the city of Hayward, California, in Alameda County, in the United States. Supervised by the superintendent and the HUSD board of trustees, the district serves about 21,000 students in 30 schools, and employs more than 950 teachers.

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is NOT intended to be a “grab and go” guide in an actual emergency.

School Description and Mission Statement

MISSION STATEMENT

The mission of Harder School is to develop lifelong learners in a global society. Students will become responsible citizens who contribute to their community.

OUR VISION

The vision of Harder School is to provide a safe, nurturing, student-centered learning environment where educational equity is practiced in order to assure that all students reach their academic and professional potential.

SB 187: School Safety Plan

Introduction: *Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)*

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption.

This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

Implementation of Plan

The written plan will be distributed to all departments and a public version will be made available to all staff, students, parents, and the community to review in the school's main office.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294.1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- Representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.

The year-end assessment should be completed in May and reported upon.

GOAL 1: During the 2024 -2025 school year, all staff will be trained on and will perform the emergency procedures, to include fire/earthquake drills, and 1 each Shelter-in-Place and Lockdown.

Strategy 1.1: Provide detailed training and written documentation to staff by the fall season of each school year.

Baseline Data 1.1: currently conducts 1 drill per month.

Assessment Data 1.1: *Staff Meeting Agendas, Emergency Drill Logs, Updated Safety Plan, safety documents*

Comments: Fire and Earthquake drills are very commonplace, however, Shelter-in-Place and Lockdown Drills are more difficult to run due to the sensitive nature of the need to do them. We will communicate with parents prior to the lockdown drill via a letter that is sent home with students. Lockdown drills will be conducted with the support of the district.

Work with the district safety team to ensure we are following updated and correct protocols in regards to drills and evacuations. Our staff safety training for staff will be scheduled for this school year. Along with the entire district, we will prepare to participate in an All District Earthquake Drill in 2024.

Additionally, we would like to determine a more detailed plan for student release during an emergency and practice with staff and parent volunteers.

School Facilities & Safety

Harder School strives to provide a safe and healthy environment for our students and staff.

School Facilities

Harder Elementary is a K-6th grade neighborhood school nestled in the city of Hayward. Prospective parents and students are invited to visit Harder and find out more about the registration process.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The data in the table was collected in September 2018.

Cleaning Process

Harder School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Harder School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Hayward Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or were in the process of remediation. The data in the table was collected in February 2023.

School Facility Conditions and Planned Improvements

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | | X | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

For more information contact:

| POINTS OF CONTACT | TITLE | PHONE | EMAIL |
|-------------------|--|----------------------------|--|
| Miguel Cruz | Director III - FMOT | 510 784-2600 Ext. 72800 | mcruz@husd.k12.ca.us |
| Alex Cardoze | Facility Maintenance Manager | 510.784.2600 Ext. 72518 | ac240@husd.k12.ca.us |
| Scott Barringer | Facility Maintenance Manager | 510.784.2600 Ext. 72733 | sbarringer@husd.k12.ca.us |
| Lisa Cote | Risk Management | 510.784.2600 Ext. 72680 | lcote@husd.k12.ca.us |
| Nimish Singh | Workplace Health and Safety Manager | 510.784.2600 Ext. 72639 | nsingh@husd.k12.ca.us |
| Pedro Gonzalez | Compliance Supervisor | 510.784.2600 Ext. 72810 | pg710@husd.k12.ca.us |

Truancy, Absenteeism, Suspensions & Expulsions

Suspensions and expulsions are reviewed each year to help evaluate the cause and to ensure a healthy and safe school environment. The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 722 | 706 | 320 | 45.3 |
| Female | 335 | 329 | 157 | 47.7 |
| Male | 387 | 377 | 163 | 43.2 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 2 | 2 | 1 | 50.0 |
| Asian | 55 | 52 | 12 | 23.1 |
| Black or African American | 37 | 35 | 12 | 34.3 |
| Filipino | 15 | 15 | 6 | 40.0 |
| Hispanic or Latino | 534 | 523 | 255 | 48.8 |
| Native Hawaiian or Pacific Islander | 35 | 35 | 17 | 48.6 |
| Two or More Races | 29 | 29 | 9 | 31.0 |
| White | 11 | 11 | 5 | 45.5 |
| English Learners | 372 | 362 | 157 | 43.4 |
| Foster Youth | 4 | 4 | 2 | 50.0 |
| Homeless | 31 | 30 | 15 | 50.0 |
| Socioeconomically Disadvantaged | 595 | 587 | 266 | 45.3 |
| Students Receiving Migrant Education Services | 8 | 8 | 4 | 50.0 |
| Students with Disabilities | 110 | 108 | 56 | 51.9 |

Suspensions and Expulsions

This table displays suspensions and expulsions data.

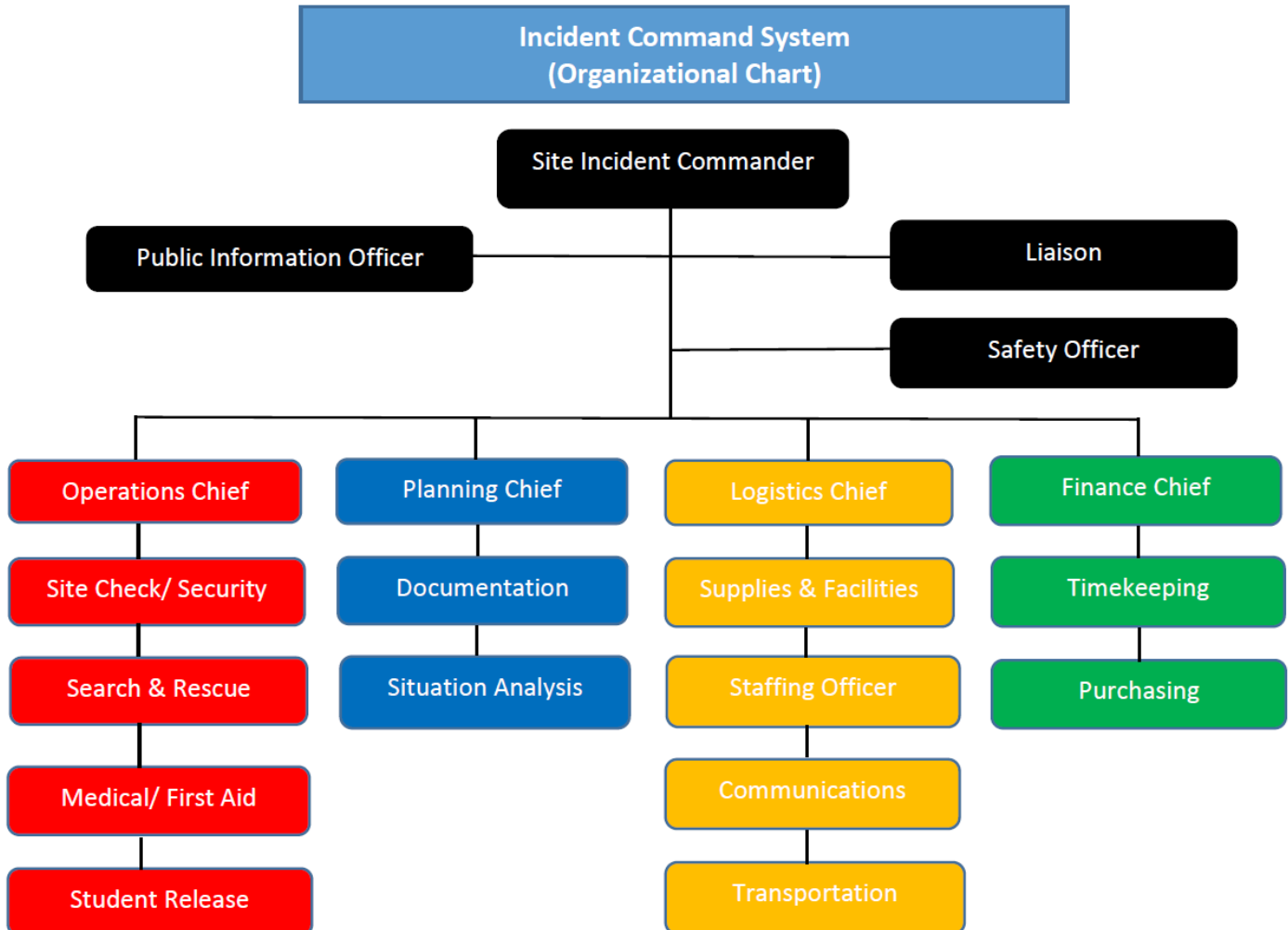
| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 2.86 | 4.57 | 0.01 | 3.78 | 4.90 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.03 | 0.07 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 4.57 | 0 |
| Female | 1.49 | 0 |
| Male | 7.24 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 1.82 | 0 |
| Black or African American | 5.41 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 4.49 | 0 |
| Native Hawaiian or Pacific Islander | 5.71 | 0 |
| Two or More Races | 6.9 | 0 |
| White | 18.18 | 0 |
| English Learners | 6.18 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 5.21 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 8.18 | 0 |

Incident Command System

Job descriptions for each position can be located in this link: [Job Descriptions](#) or in the Emergency Operations Plan.



Emergency Response Teams

Management

| | |
|----------------------------|---------------|
| Site Incident Commander | Cynthia Ortiz |
| Public Information Officer | Cynthia Ortiz |
| Liaison | Ashtar Malik |
| Safety Officer | Ashtar Malik |

Operations

| | |
|----------------------|---|
| Operations Chief | Ashtar Malik |
| Site Check/ Security | Ashtar Malik |
| Search & Rescue | Laura Bautista |
| Medical/ First Aid | Katy Arrillaga |
| Student Release | Jen Morita Isabel Garcia Attendance Clerk |

Planning

| | |
|--------------------|-----|
| Planning Chief | TBD |
| Documentation | TBD |
| Situation Analysis | TBD |

Logistics

| | |
|-----------------------|-----|
| Logistics Chief | TBD |
| Supplies & Facilities | TBD |
| Staffing Officer | TBD |
| Communications | TBD |
| Transportation | TBD |

Finance

| | |
|---------------|-----|
| Finance Chief | TBD |
| Timekeeping | TBD |
| Purchasing | TBD |

Staging Areas

Emergency Preparedness Locations

Command Posts

One outdoor and one indoor area for the Command Center to be stationed in the event of a district declared emergency. The outdoor location is primarily used as the command post.

| | |
|-------------------|--------------------------------|
| Outdoor Location: | Primary yard by emergency gate |
| Indoor Location: | Harder School office |

Off Site School Evacuation Locations

To be determined in conjunction with the Director of Facilities and Compliance Supervisor.

| | |
|---------------------|--|
| Primary Location: | Eden Greenway Park - 25625 Cypress Ave |
| Secondary Location: | Huntwood Manor - 157-219 Harder rd |

Reunification Locations

To be determined by the Director of Facilities and the Compliance Supervisor

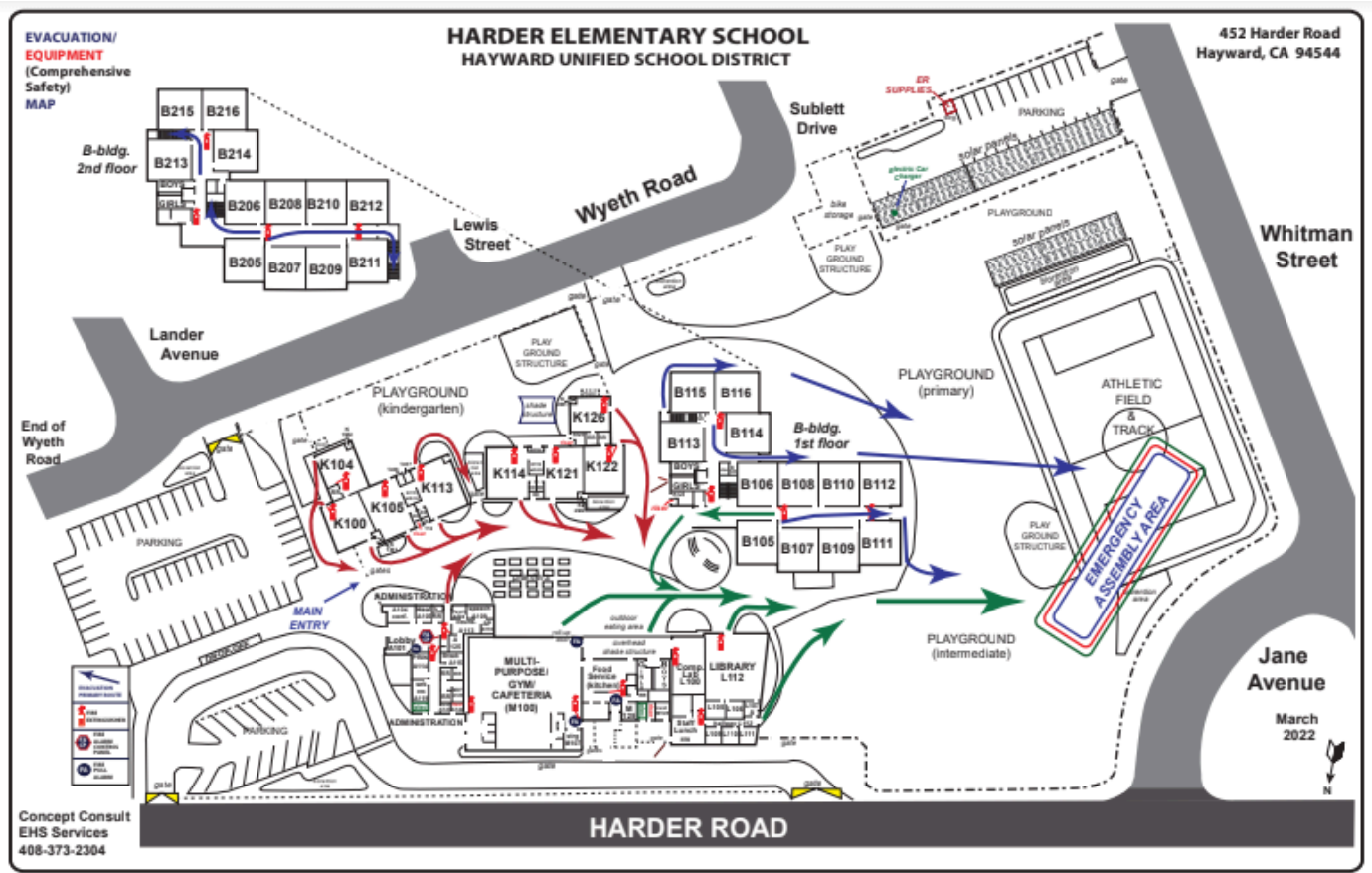
| | |
|---------------------|--------------------------------------|
| Primary Location: | Mt Eden High School - 2300 Panama St |
| Secondary Location: | Hayward High School - 1633 East Ave |

Student Staging Area Teams: List by grade level

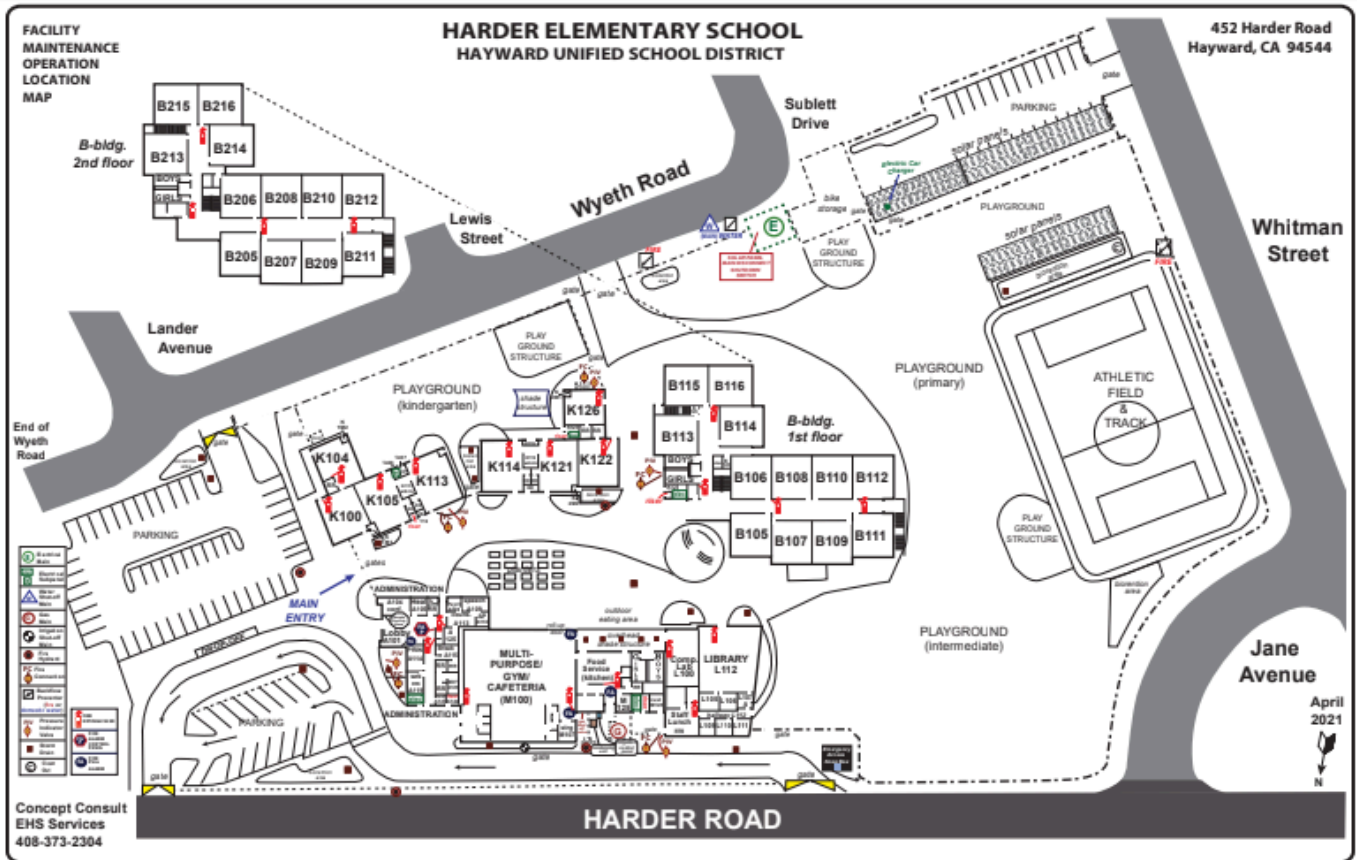
List all staff members according to their staging areas. All site staff members should be assigned a task (if not already taking a role from the ICS)

| Location | Staff Members: |
|----------|---|
| Blacktop | Estes (K) Anciso (K) Padania (TK) Cedillo (SDC K-2) Arrillaga (2) Bessolo (K) Morita (K) Music Prep Office Staff Other support staff from L building Rigdon (Resource) |
| Field | Quezada-Martinez (4th) Cordero (4th) Richardson (4th) Prieto (5th) Gonzales (5th) Sayar (5th) Roache (6th) Wadia (5th/6th) Daby (6th) Dirilio (SDC 5-6) |
| Field | Bautista (1st) Vargas (1st) Vega (1st) Galan (1st) Singco-Vargas (2nd) DeLeon(2nd) Rutter (3rd) Gallegos (2nd) Shammass (3rd) Abo-Elreich (3rd) Valencia (3rd) Ton (SDC 3-4) |

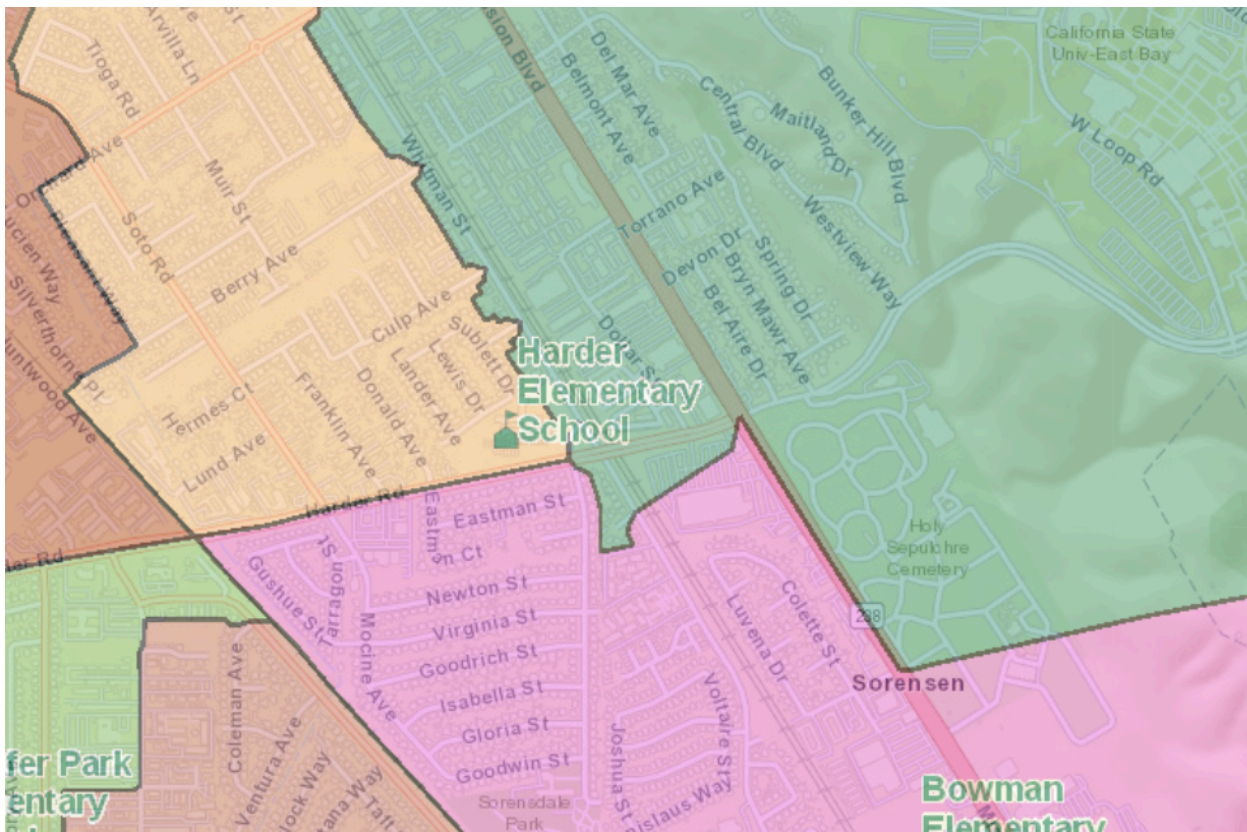
Evacuation Map



Facility Utility Shut-off Map



Egress and Ingress Google Earth Map



Annual Site Awareness Checklist

| Recommendation | Steps | Participants | Completed |
|---|--|---|-----------|
| Review employment screening policy & procedure | <ul style="list-style-type: none"> • Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff? Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate? Do you searchers do Social Security Number traces to identify any out-of-state venues that should be checked? Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who regularly visit your school? | Security Human Resources | |
| Review the physical security of bus yards and garages; review transportation security in general | <ul style="list-style-type: none"> • Are vehicle garages alarmed, and are the alarms in working order? Are fenced-in areas gated, locked, and adequately illuminated at night? Do drivers do “pilot inspections” of their vehicles before placing them into service each day? Is this done again after each time the vehicle has been left unattended? Are bus drivers equipped with two-way radios or cell phones? Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their buses during their routes? Do drivers keep a student roster for each bus route, to include student name, address, primary and secondary emergency contact numbers, and medical authorization information? | Security Contract Bus Operators Health Staff Drivers | |
| Review the adequacy of physical security in and around campus buildings | <ul style="list-style-type: none"> • Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities. Are keys to campus and administration buildings adequately controlled? Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared. Is exterior lighting working and is illumination adequate? Is interior lighting (night lighting) working and is illumination adequate? | Security Maintenance Operations | |
| Review access control procedures and heighten employee awareness | <ul style="list-style-type: none"> • Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. | Everyone | |

| | | | |
|---|--|----------|--|
| | <p>Are staff members trained to approach and to “assist” strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence.</p> <p>Has a visitor log and ID badge system been implemented?</p> | | |
| <p>Train everyone to recognize and report suspicious activities on campuses.</p> | <ul style="list-style-type: none"> Are persons taking pictures or filming campus activities questioned about their authorization to do so? <p>Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or that come, go, and then reappear again.</p> <p>Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters?</p> <p>Have you developed a plan to handle reports of suspicious activity?</p> <p>Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel?</p> <p>Do personnel know what to do if a suspicious package is found?</p> <p>Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs?</p> <p>Are food services personnel trained to be aware of suspicious people in their food preparation area?</p> <p>When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?</p> | Everyone | |
| | | | |

| | | | |
|--|--|--|--|
| <p>Implement a “tip-line” program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.</p> | <ul style="list-style-type: none"> Do you have a zero tolerance for verbal threats of any kind? <p>Do all members of the school community know that any threat, or information about a potential threat, must be reported? And, do they understand that there is no such thing as a threat intended as a joke?</p> <p>Do students and staff know that they are <u>responsible</u> for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act?</p> <p>Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves?</p> | <p>Student Services</p> <p>Security</p> <p>Human Resources</p> | |
|--|--|--|--|

| | | | |
|--|---|--|--|
| | | | |
| <p>Work closely with local law enforcement and health officials.</p> | <ul style="list-style-type: none"> • Have you made local law enforcement a partner in your district plans? <p>Are parking regulations, particularly fire zone regulations, strictly enforced?</p> <p>Does local law enforcement have copies of building blueprints, to include ventilation systems, and electrical plans?</p> <p>Has local law enforcement been given the opportunity to conduct exercises on school property and on buses?</p> <p>Have you determined contact protocol with local health officials if bio-terrorism is suspected?</p> | <p>Security</p> <p>Clinical Staff</p> <p>Crisis Management Team</p> | |
| <p>Train staff on identifying and handling suspicious packages and letters.</p> | <ul style="list-style-type: none"> • Have you downloaded and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov? <p>Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov?</p> <p>Have you considered publicizing the availability of this information to others in the school community for personal use?</p> | <p>Mail room</p> <p>Secretarial</p> <p>Security</p> <p>Parents</p> <p>Students</p> | |

Safety Plan Annual Emergency Plan Checklist

Site: Site Checklist (To be completed by Safety Team and Reviewed with SSC)
Due By: November 30th Each Year
Submit To: Compliance Department

This is a checklist to help administrators organize and meet the site requirements mandated by the CSSP. A Site Safety Committee should be appointed to help carry out the tasks of this checklist.

| Check | # | Requirement |
|-------|-----|--|
| _____ | 1. | Read the Emergency Operations Plan, and know the responsibilities of the ICS – Review data and set goals with School Site Council |
| | 2. | Designate a second-in-command and a backup |
| | 3. | Orient staff to District Emergency Plan, review site procedures (staff meeting) |
| | 4. | Update site plan, assign staff responsibilities (complete staff roster sheet) |
| | 5. | Schedule necessary training (First Aid, CPR, Search & Rescue, ICS) |
| | 6. | Schedule drills: Fire, Earthquake, Active shooter, Communications |
| | 7. | Complete site map, post as required (See Facilities Department for Maps) |
| | 8. | Complete Site Hazard Survey I & II (Principal and M&O) |
| | 9. | Complete Classroom Hazard Survey Summary (Classroom Teachers) |
| | 10. | Submit Classroom Hazard Survey Summary to M & O |
| | 11. | Participate in test of Emergency District Radio(s) |
| | 12. | Check battery-operated radios |
| | 13. | Complete supplies and equipment inventory to include classroom emergency kits (Safety Team) |
| _____ | 14. | Order supplies and equipment as necessary |
| | 15. | Evacuation areas/alternative identified for all classes (In conjunction with M&O) |
| | 16. | Communications to parents and students about disaster procedures |
| | 17. | Review District Student Release Policy and Emergency Information cards |
| | 18. | Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate. |
| | 19. | Assess food supplies as applicable. |
| | 20. | Meet with child care provider and coordinate disaster preparedness plans |
| _____ | 21. | Identify hospitals and clinics in school's area that have back-up emergency power that would be able to handle casualties in an emergency. |

Annual Site Hazard Survey I

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the Compliance Department by October 30th. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include assessment of the following areas.

| | | |
|--------------------------|-----|---|
| <input type="checkbox"/> | 1. | Proximity of toxic, flammable, corrosive, chemically, or reactive materials |
| <input type="checkbox"/> | 2. | Proximity of high voltage power lines has been considered in establishing the site evacuation plan |
| <input type="checkbox"/> | 3. | Likelihood and possible effects of flooding or landslides |
| <input type="checkbox"/> | 4. | Probably safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers |
| <input type="checkbox"/> | 5. | Water heaters are strapped |
| <input type="checkbox"/> | 6. | Obstructions that restrict people from moving to a safe place (tables and desks in hallways) etc. |
| <input type="checkbox"/> | 7. | Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels) |
| <input type="checkbox"/> | 8. | Storerooms: heavy items stored on high shelves, shelving secured (keep 3 foot clearance in front of all electrical panels) |
| <input type="checkbox"/> | 9. | All computers and peripherals should be situated so as not to create a tipping hazard |
| <input type="checkbox"/> | 10. | Machine shop and woodshop: equipment should be bolted down |
| <input type="checkbox"/> | 11. | Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits |
| <input type="checkbox"/> | 12. | Sound system speakers and spotlights: secured |
| <input type="checkbox"/> | 13. | Compressed gas cylinders and ladders: secured top and bottom with a safety chain |
| <input type="checkbox"/> | 14. | Weight room/motor development room equipment: racks anchored and weights properly stored |
| <input type="checkbox"/> | 15. | Laboratory chemicals on shelves: restrained |

Annual Site Hazard Survey II

| GENERAL GUIDELINES | OK | Needs Attention | Comments |
|--|-----------|------------------------|-----------------|
| CAMPUS | | | |
| Signs Posted, Controlled Access | | | |
| Traffic review, parking, fire lanes | | | |
| Adequate surfacing, lighting | | | |
| Safety Plan | | | |
| Required Postings | | | |
| ASSEMBLY ROOMS | | | |
| Exits clear, exit & emergency lights | | | |
| Floors, seating maintained | | | |
| Stage: clean, clear exits, wiring | | | |
| Kitchen: clean, safe food storage | | | |
| ATHLETIC FACILITIES | | | |
| Bleachers, fences, backstops | | | |
| Stairs, ramps, walkways, gates | | | |
| Surfacing in common areas | | | |
| Equipment | | | |
| INDUSTRIAL ARTS | | | |
| All guards, shields, covers in place | | | |
| Aisles clear, material storage | | | |
| First aid kits; eye wash operable | | | |
| Dust collection/housekeeping | | | |
| Compressed gas cylinders secure | | | |
| Protective equipment, safety training | | | |
| Safety signs posted, enforced | | | |
| SCIENCE ROOMS | | | |
| Hazardous material storage | | | |
| Adequate ventilation, fume hoods | | | |
| Eyewash, gas shut-off | | | |
| Safety training | | | |
| Safety signs posted, enforced | | | |
| EMERGENCY PREPAREDNESS | | | |
| Fire extinguishers checked monthly | | | |
| Fire and Earthquake drills conducted | | | |
| First Aid Equipment in place | | | |
| Evacuation routes posted | | | |
| Staff Training on Emergency Procedures | | | |

Annual Classroom Hazard Survey

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess his/her for hazards and correct any he/she can; items he/she cannot correct will be submitted to the principal on this form by September 30th. The principal shall submit a completed copy of the school needs with the principal's checklist by October 30th to the Maintenance and Operations Department.

| | |
|---|--|
| ROOM NUMBER | |
| Deficiencies to be corrected by maintenance staff: | |
| Free standing shelves over 4 feet tall secured to floor or wall | |
| File cabinets bolted to wall | |
| File cabinet drawers have latches | |
| Paints and chemicals away on locked compartments | |
| Wall-mounted objects are secured | |
| Sound system speakers are secured to building | |
| TV or monitors securely fastened to platform, cart or wall | |
| Curtains, blinds, or tints on windows preventing a secure lockdown | |
| Deficiencies to be corrected by school personnel: | |
| Heavy objects removed from high shelves (stored above head level) | |
| Emergency equipment unobstructed (fire extinguishers, control panels,etc) | |
| Desks and tables cannot block ingress and egress (exits) | |
| Trip hazards (extension cords, cables, worn rugs) | |
| Appliances plugged directly into wall receptacles without extension cords or power strips | |
| House furniture or non fire rated materials (couches, rugs, curtains, bean bags) | |

Annual Disaster Service Worker Survey

All site employees must complete the form and submit it to the Principal by November 1st.

| General Information | | |
|---|--------|--|
| Name | | |
| Position | | |
| Location | | |
| Work Phone & Extension | | |
| Home Phone | | |
| Cell Phone | | |
| Specialized Skills | | |
| Bilingual? | Yes No | If yes, languages: |
| CPR Certified? | Yes No | If yes, expiration date: If no, are you willing to be trained: Yes No |
| First Aid Certified? | Yes No | If yes, expiration date: If no, are you willing to be trained: Yes No |
| CERT Trained? | Yes No | If yes, expiration date: If no, are you willing to be trained: Yes No |
| Simple Triage/Rapid Assessment Trained? | Yes No | If yes, expiration date: If no, are you willing to be trained: Yes No |
| Personal Responsibilities | | |
| Children? | Yes No | |
| Any special needs? | Yes No | If yes, what: |
| Elderly parents? | Yes No | |
| Are other caregivers available? | Yes No | |
| Other | | |
| In an Emergency (Confidential) | | |
| Anything you want us to know? (Allergies, health issues, medications, etc.) | | |
| Other information for priority release in case of a declared emergency | | |

Additional Emergency Forms and Logs

Incident Command System Forms:

- [EOC Radio Instructions](#)
- [ICS Activity Log](#)
- [ICS Documentation/ Timekeeper](#)
- [ICS Form Guide](#)
- [ICS Incident Commander](#)
- [ICS Liaison/ Communication](#)
- [ICS Logistics](#)
- [ICS Logistics/ Transportation](#)
- [ICS Logistics/ Finance](#)
- [ICS Medical](#)
- [ICS Name Tags](#)
- [ICS Planning](#)
- [ICS Planning/ Documentation](#)
- [ICS Safety Officer](#)
- [ICS Staff Accountability Form](#)
- [ICS Student Accountability Form](#)
- [Medical EOC Form](#)
- [Student Release Runner Form](#)

Incident Command System - [Job Descriptions](#)

[Drill Log Form](#)

Local First Aid & Emergency Numbers Directory

HUSD EMERGENCY COMMUNICATION NUMBERS

Police, Fire & Rescue, Medical , Sheriff, Hazardous Incident **911**
Emergency from mobile phone (510) 732-2626 (Fire) (510) 293-7000 (Police)

| | | | |
|--|--------------|---|--------------|
| Information non-emergency | 311 | DISTRICT PHONE NUMBERS | 510-784-2600 |
| Sheriff | 510-272-6878 | Superintendent's Office | x 72688 |
| Alameda County Medical | 510-437-6575 | Business Services | x 72702 |
| Office of Emergency Services Alameda County | 925-803-7800 | Child Nutrition | x 28216 |
| Fire Department | 510-583-4910 | Educational Services | x 72655 |
| County of Alameda | 510-618-2099 | Human Resources | x 72695 |
| Emergency Medical Services | | Maintenance & Operations | x 72800 |
| Pacific Gas & Electric | 800-743-5000 | Purchasing Department | x 72720 |
| American Red Cross | 510-429-3300 | Special Education | x 72611 |
| Alameda Environmental Services | 510-567-6700 | Technology Services | x 72663 |
| City of Hayward Emergency Services | 510-583-4634 | Transportation | x 72800 |
| HazMat | 510-670-9901 | Warehouse | x 72675 |
| Poison Control | 800-222-1222 | | |
| CAL/EPA | 800-300-2193 | TRANSPORTATION EMERGENCY NUMBERS | |
| Water Resource Board | 510-622-2300 | Hayward Transportation | 510-583-4000 |
| OSHA | 800-321-6742 | CHP – Hayward (local) | 510-489-1500 |
| CalOSHA Fremont | 510-794-2521 | | |
| Hayward Water | 510-583-4600 | RADIO AND TV STATIONS: | |
| Highway Patrol | 800-835-5247 | KQED 88.5 FM | 415-553-2361 |
| CHP Non-emergency | 707-551-4100 | KCRH 89.9 FM | 510-723-6954 |
| East Bay Times | 925-935-2525 | KCBS 740 AM | 415-765-4000 |
| California Emergency Management Agency | 800-852-7550 | KGO 810 AM | 415-995-6800 |
| National Response Center | 800-424-8802 | KPIX CH 5 | 415-362-5550 |
| CA Department of Toxic Substance Control | 916-255-3545 | KRON CH 4 | 415-441-4444 |
| | | KTVU CH 2 | 510-834-1212 |

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

Child abuse reporting consistent with Penal Code 11164.

Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.

Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.

A sexual harassment policy pursuant to Education Code 212.6

Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school

The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.

If the school has adopted a dress code prohibiting students from wearing “gang related apparel,” the provisions of that dress code.

Routine and Emergency Disaster Procedures that include:

- Emergency and Disaster Preparedness Plan
- Fire Drills
- Bomb Threats
- Earthquake Emergency Procedure System
- Transportation Safety and Emergencies

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in and out of home care.

1. Child Abuse
 - a. Injury inflicted by another person
 - b. Sexual Abuse
 - c. Neglect of child's physical, health, and emotional needs
 - d. Unusual and willful cruelty; unjustifiable punishment
 - e. Unlawful corporal punishment

2. Not Considered Child Abuse
 - a. Mutual affray between minors
 - b. Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For the purposes of self defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
- b. Any child care custodian, health practitioner, or employee of a child protective agency 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 shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:
The telephone call must be made immediately or as soon as practicably possible by telephone.
AND
A written report must be sent within 36 hours of the telephone call to the child protective agency.
- c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional wellbeing is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- f. This entire section on Child Abuse was been taken from *California Laws Relating To Minors* manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and

sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).

- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and the partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15 years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

This information has been taken directly from the Alameda County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (408) 2992071

F. Staff Training

California now requires that all school employees received annual training on child abuse reporting within the first 6 weeks of school. This training must include *child abuse and neglect detection, the employee's obligation and the procedures for making the report within 36 hours of receiving the information concerning the incident. The training also explains that the failure to report is a misdemeanor-punishable by six months in jail, a \$1000 fine, or both.*

The District partners with AIG to provide an on-line training course for which employees are required to take within the first 6 weeks of school. If needed, the district will provide substitutes and a mini-lab session for those employees who do not have access to a computer at their work sites. In addition, Child Abuse Reporting materials are provided to employees during their new hire orientation with Human Resources and each year as part of the Employee Annual Notification packets. All documents can be located on the Staff Information Page of the District website.

G. Suspected Child Abuse or Neglect during a Pandemic Outbreak

Protecting Children during Distance Learning

It is imperative to protect our students and stay vigilant during distance learning. Many stressors can lead to reactions: fear, indifference, fatalism, repetitive checking for information and mood disorders.

- Stressors can be but not limited to:
- Uncertainty
- Confusion
- Fear
- Acute and/or chronic health threats
- Food
- Supply and medical shortage
- Disruption of routines
- Separation from family, friends and coworkers
- Social isolation,
- Wage loss
- Crime and discrimination
- Depression
- Malnutrition

Increased stress can often lead to greater opportunity for abuse and neglect. It is important that we are recognizing and reporting signs of suspected child abuse and neglect in this distance learning environment.

Student's behavior during distance learning may vary from classroom learning. Watch the behavior over time. What are the students saying? What are parent's comments? What is the child giving saying? If the behavior leads you to strongly suspect child abuse, remember our task is to report suspected child abuse or neglect. **You are not to investigate!**

Note sudden decline in performance or swings in typical academic behavior.

Pay attention to written assignments and what a student may be revealing through words or art.

Listen to how the parent, family or child caregiver describes their interaction with the child.

Highlight any discrepancies between what a student and parent, family or childcare giver reports.

Pay attention to what is happening. Connect with another colleague, nurse, school psychologist, school counselor if you need some guidance.

Reporting Suspected Child Abuse & Neglect during Distance Learning

If you are concerned about the safety of a child, please contact Child Protective Services to report where the child lives. You can also get 24/7 guidance and information from professional crisis counselors at the Childhelp National Child Abuse Hotline at 1-800-4-A-CHILD.

This information was given by the Department of Education. Refer to the link for updates on regulations and laws <https://www.ACgov.org/sites/cac/Pages/reporting.aspx>

Suspension and Expulsion

Grounds for suspension which fall under Education Code 48900

- a. Caused, attempted to cause, or threatened to cause physical injury to another person
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 - l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to be substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit sexual assault.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- q. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- r. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- s. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

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

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

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

(ii) A post on a social network internet website, including, but not limited to:

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

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

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

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this sub clause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

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

(1) While on school grounds.

(2) While going to or coming from school.

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

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

u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence

in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

- v. As used in this section, “school property” includes, but is not limited to, electronic files and databases.
- w. For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.
- x. (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

(Amended by Stats. 2019, Ch. 279, Sec. 2. (SB 419) Effective January 1, 2020.)

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

- a. While on school grounds.
- b. While going to or coming from school.
- c. During the lunch period, whether on or off the campus.
- d. During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- a. Causing serious physical injury to another person, except in self defense.
- b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- c. Unlawful possession of any controlled substance, as defined under Ed. Code.
- d. Robbery or extortion.
- e. Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.
- f. The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option

- for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle or high school, or at an elementary school.
- g. As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
 - h. As used in this section, the term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

Mandatory Recommendation for Expulsion

- (a) The principal of the school, the principal’s designee, or the district superintendent of schools may suspend a pupil from the school for any of the reasons enumerated in Section 48900, and pursuant to Section 48900.5, for no more than five consecutive schooldays.
- (b) Suspension by the principal, the principal’s designee, or the district superintendent of schools shall be preceded by an informal conference conducted by the principal, the principal’s designee, or the district superintendent of schools between the pupil and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the principal, the principal’s designee, or the district superintendent of schools. At the conference, the pupil shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required under Section 48900.5, and the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense.
- (c) A principal, the principal’s designee, or the district superintendent of schools may suspend a pupil without affording the pupil an opportunity for a conference only if the principal, the principal’s designee, or the district superintendent of schools determines that an emergency situation exists. “Emergency situation,” as used in this article, means a situation determined by the principal, the principal’s designee, or the district superintendent of schools to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil’s right to a conference and the pupil’s right to return to school for the purpose of a conference. The conference shall be held within two schooldays, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.
- (d) At the time of suspension, a school employee shall make a reasonable effort to contact the pupil’s parent or guardian in person or by telephone. If a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.
- (e) A school employee shall report the suspension of the pupil, including the cause for the suspension, to the governing board of the school district or to the district superintendent of schools in accordance with the regulations of the governing board of the school district.
- (f) (1) The parent or guardian of a pupil shall respond without delay to a request from school officials to attend a conference regarding his or her child’s behavior.
(2) No penalties shall be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.
- (g) In a case where expulsion from a school or suspension for the balance of the semester from continuation school is being processed by the governing board of the school district, the district superintendent of schools or other person designated by the district superintendent of schools in writing may extend the suspension until the governing board of the school district has rendered a decision in the action. However, an extension may be granted only if the district superintendent of schools or the district superintendent’s designee has determined, following a meeting in which the pupil and the pupil’s parent or guardian are invited to participate, that the presence of the pupil at the school or in an alternative school placement

would cause a danger to persons or property or a threat of disrupting the instructional process. If the pupil is a foster child, as defined in Section 48853.5, the district superintendent of schools or the district superintendent's designee, including, but not limited to, the educational liaison for the school district, shall also invite the pupil's attorney and an appropriate representative of the county child welfare agency to participate in the meeting. If the pupil or the pupil's parent or guardian has requested a meeting to challenge the original suspension pursuant to Section 48914, the purpose of the meeting shall be to decide upon the extension of the suspension order under this section and may be held in conjunction with the initial meeting on the merits of the suspension.

- (h) (1) For purposes of this section, a "principal's designee" is one or more administrators at the school site specifically designated by the principal, in writing, to assist with disciplinary procedures.
- (2) In the event that there is not an administrator in addition to the principal at the school site, a certificated person at the school site may be specifically designated by the principal, in writing, as a "principal's designee," to assist with disciplinary procedures. The principal may designate only one person at a time as the principal's primary designee for the school year.
- (3) An additional person meeting the requirements of this subdivision may be designated by the principal, in writing, to act for purposes of this article when both the principal and the principal's primary designee are absent from the school site. The name of the person, and the names of any person or persons designated as "principal's designee," shall be on file in the principal's office.
- (i) This section is not an exception to, nor does it place any limitation on, Section 48903.

F. Staff Training

Each year new teachers and returning teachers are trained on how to manage student discipline that violates school rules, district policies, Education Code, and may warrant suspension and/or expulsion. This training is a standardized, district-wide training that is delivered by site administrators at the first staff meeting of the school year.

Staff Notification of Dangerous Students

CA Codes (edc:48900-48926) EDUCATION CODE
SECTION 48900-48926

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school or private property.

- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit sexual assault.

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

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

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

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

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

- a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- b. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
- c. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- d. Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

- (i) A message, text, sound, video, or image.
- (ii) A post on a social network internet website, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

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

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

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

(3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.

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

(1) While on school grounds.

(2) While going to or coming from school.

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

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

e. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

f. As used in this section, “school property” includes, but is not limited to, electronic files and databases.

g. For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

- h. (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
- (2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

(Amended by Stats. 2019, Ch. 279, Sec. 2. (SB 419) Effective January 1, 2020.)

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Sexual Harassment

A. Definition

Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when *any of four conditions* are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
3. The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
4. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment

1. Student vs. Student
2. Student vs. Staff Member
3. Staff Member vs. Student
4. Staff Member vs. Staff member
5. Knowledge of Student to Student or Staff to Student Sexual Harassment

C. Staff Training

Hayward Unified School District's policy is to provide a working and learning environment free of all forms of unlawful discrimination, including sexual harassment. The district promptly investigates all forms of sexual harassment and takes immediate remedial action.

Sexual harassment in employment violates the provisions of the Fair Employment and Housing Act, especially Government Code Sections 12940 (a), (h), and (i). Upon employment, all Hayward Unified employees are provided with the District's Sexual Harassment policies and procedures for identifying and reporting suspected Sexual Harassment.

In compliance with legal mandates, all Hayward Unified Management employees receive a 2-hour training every two years. All other employees receive condensed training at least every two years. In addition, all employees receive Sexual Harassment policies and procedures during their new hire orientation meeting and, thereafter, on a yearly basis as part of the Employee Annual Notification process. These policies are available on the Staff Information Page of the District website.

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools and district office buildings must include plans for:

- Identifying the population of people with disabilities
- Determining proper signage and equipment
- Training staff to assist individuals with disabilities
- Coordinating with emergency response personnel

B. Planning

It is recommended that schools/sites identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location for the District Offices

Review your site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your site that can potentially house your staff and student body.

Prior to an event:

- a. Identify off-campus evacuation site(s).
- b. Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for each site population.

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the “Shelter-in-Place” procedures.

C. Staff Training

Each year all staff are trained in the details of the safety plan through periodic reviews by the site supervisor and monthly drills. This training is a standardized, district-wide training that is delivered by site administrators at the first staff meeting of the school year.

School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

- a. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- b. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Each year new teachers and returning teachers are trained on how to manage student discipline that violates school rules, district policies, Education Code, and may warrant suspension and/or expulsion. This training is a standardized, district-wide training that is delivered by site administrators at the first staff meeting of the school year.

Dress Code

Staff Training

Each year new teachers and returning teachers are trained on appropriate dress code through the new teacher orientation at the start of the year. This training is a standardized, district-wide training that is delivered by district administrators at the beginning of the school year.

Share911

Share911 can be referred to as the private and secure social media network for emergencies and emergency preparedness. The program can be accessed from any electronic device with a connection to a web browser. Share911 is cloud based and not an application, which utilizes an active mode for live incidents and a drill mode for training and drills. It exceeds the needs of technology growth and development in the industry of mass notification systems.

Share911 dramatically reduces notifications and response times for all personnel and first responders, as well as freeing up 911 phone lines once linked in with public safety. Public Safety (Police, Fire/Rescue and EMS) and/or security can see what is happening before they arrive, as well as on scene.

Share911 alerts all members of a network(s) via text (SMS), email and desktop alerts when a Broadcast is sent out of a threat or incident. Share911 shows everyone on the network(s) to see where and what help is needed, and how to get there, leveraging the power of the users to filter real-time information and help make decisions to save lives. All registered users can Check-in with their current status, providing situational awareness to fellow users and public safety, to see if they need help, are secure, or if anyone is missing; therefore accounting for all students and/or personnel. Messages can also be sent out to all users and/or groups simultaneously, ensuring clear and accurate intel from a reliable source (Critical Operations personnel, Public Safety, Incident Commanders, Liaisons).

In California, Share911 is currently being used throughout the entire City of Alameda (all schools, city government buildings, Alameda Hospital, South Shore Mall and several businesses), Hayward Unified School District, Stockton Unified School District, Lincoln Unified, Sacred Heart in Atherton, Good Shepherd Catholic School in Beverly Hills, Beverly Hills Unified School District and thousands of schools and businesses across the nation.

Share911 can be tailored to meet the needs of the client (schools / school districts, businesses, hospitals, malls, etc...) There is no hardware required and nothing to maintain. All customer service, support and programming of the network (channels) is completed by the Share911 team.

Quick links to the program are:

<http://getshare911.com/why-share911/>

<http://help.share911.com/support/home>

Routine and Emergency Disaster Procedures: Drills



**FIRE
CLOSE DOOR**

**EARTHQUAKE
OPEN DOOR**

Hayward Unified School District evacuation procedure during a fire or earthquake is to leave doors open during an earthquake and closed during a fire.

Evacuation / Earthquake Drill

All evacuation drills should follow the same procedure. Whether it is an earthquake, bomb threat, or fire, the procedure is the same.

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake.

A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation: An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Predetermined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Maintenance and Operation. The state form and the district form must be filled out and maintained for 4 years.

Standards for a Successful Earthquake Drill:

Immediately after the earthquake starts all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed by an administrator/teacher. Leave classroom doors open. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Incident Commander (IC) Each department/classroom should send a runner with the attendance information immediately to the IC. Search and Rescue teams should be standing by the IC to receive the information on missing students/staff so teams can begin searching.

The Incident Command System shall be implemented. The Emergency Operations Center shall be set up at each site. The Communication Officer shall call in to the District EOC to report the condition of the site using the 11 questions provided (see below). Sites will be called alphabetically. The site will be contacted by the District Office EOC until an all clear is given.

The Facilities and Supply team should remove the emergency equipment from the bins and inventory the supplies. Report expired items or damaged items.

The Staffing Officer should log in all visitors. Staff that is on the site during the earthquake will remain there as a State Emergency Worker. The Staffing Officer will assign jobs as needed.

The Drill Evaluation Checklist should be filled out after the drill to help the staff know what went well and what could be improved on the next time. The checklist should be turned in to the Safety Committee to help evaluate the District's processes and procedures.

Emergency Operations Center - Radio Instructions

Sites will be called alphabetically. Make sure your Emergency Operations Center is set up and your teams have reported the information to the Incident Commander and Communication person. Listen for the school site that is alphabetically before you so you are ready to respond. The site name will be called. If the site is not ready to transmit, the requester will move forward to the next site. A second round of transmissions will follow until all sites have transmitted.

Answer line 1 through 11. Do not read the question.

RADIO PROTOCOL

(Site) This is _____ at _____

(Site) Line 1 2/1

Line 2 1/1

Line 3 0/0

Line 4 No

S A M P L E

1. MISSING: STUDENT _____ STAFF _____
2. LIFE THREATENING INJURIES: STUDENT _____ STAFF _____
3. FATALITIES? STUDENTS _____ STAFF _____
4. DID YOU CALL 911/FIRE/ POLICE OR SHERIFF? YES NO I DON'T KNOW
5. DO YOU HAVE A FIRE? YES NO I DON'T KNOW
6. DO YOU HAVE A GAS LEAK? YES NO I DON'T KNOW
7. DAMAGE TO BUILDING? YES NO I DON'T KNOW LOCATION?
8. FLOODING: YES NO I DON'T KNOW LOCATION:
9. ARE YOUR LIGHTS OUT? YES NO I DON'T KNOW
10. ARE YOUR PHONES DOWN? YES NO I DON'T KNOW
11. CAN YOU GIVE ME AN "ALL CLEAR" (no danger to human life)? YES NO

EARTHQUAKE DRILL EVALUATION CHECKLIST

A. Planning Committee

- Monitored work of other teams?
- Noted areas for change and improvement?

B. Administrator

- Was the staff familiar with duck and cover?
- Was everyone accounted for?
- Were internal and external communications controlled?
- Was a record of events and decisions kept?
- Did staff take cover during the drill?
- Was the decision to evacuate (or not) made by using the established criteria?
- Did staff remember to take attendance boards and response checklists with them when they evacuated?

INCIDENT COMMANDER

- Did the incident commander remain at the command post to observe and direct all operations?
- Assess type and scope of emergency?
- Determine threat to human life and structures?
- Implement an emergency/disaster plan?
- Continue to monitor and assess total school situations?
- Get regular reports from EOC teams?

SAFETY OFFICER

- Check in with the Incident Commander?
- Monitor exercise and emergency response activities for safety?
- Identify and mitigate safety hazards and situations?
- Stop or modify all unsafe operations?
- Ensure that responders use appropriate safety equipment?
- Anticipate situation changes, such as aftershocks, in all planning?
- Keep Incident Commander informed?

PIO

- Get information on incident from the EOC ?
- Have statements ready for public?
- Read statement if possible.
- Remind staff to refer all questions from media or parent to PIO?
- Update information periodically?
- Monitor news broadcasts about incident. Correct misinformation heard?

OPERATIONS TEAM

Operations Chief

- Assume the duties of all operations positions until staff is available?
- Brief the teams on the situation and supervise their activities?
- If additional supplies or staff is needed, notify Logistics?
- Coordinate Search and Rescue operations?
- Update the Incident Commander periodically?
- Were all equipment and records ready and easily located?
- Were all external gates and doors monitored?
- Was one team member stationed at the main gate/front door to deal with community?
- Were fire, police, medical and rescue sent to areas where they were needed?
- Was the EOC Incident Commander constantly informed about what was going on?

Site Security

- Was equipment ready and easily located?
- Was a systematic search for fires undertaken?
- Were fires reported?
- Were all fires controlled?
- Were dangerous areas secured?
- Were gas lines confirmed to be secure and off?
- Was all equipment complete and easily located?
- Checked utilities immediately and minimized any danger?
- Checked sanitation system and determined damages?
- Reported all findings to the Chief?
- Took whatever steps necessary to establish alternate sanitation provisions?

Search and Rescue Team

- Did the Operations Chief inform team on fire? Broken Glass?
- Did Search and Rescue search in teams of 2?
- Did the Search and Rescue team wear safety equipment?
- Did team follow a designated route?
- Was the Search and Rescue leader remain in touch with Search and Rescue teams by radio?
- Were injured students and staff taken to the Triage area for treatment?
- Were supplies and equipment complete and easily located?
- Was every room in the building checked (visually, vocally and physically)?
- Were the locations of other problems reported to the EOC?
- Were team members prepared to rescue mobility impaired students and staff properly?
- Was the Operations Chief updated often?

Medical Team

- Was a Triage area set up?
- Were first aid supplies up to date and complete?
- Were injuries established as “immediate” or “delayed”?
- Were emergency cards up to date and available?
- Did the team report immediately and regularly to the Chief?
- Was a record kept of every treatment administered?
- Were needs for further medical assistance determined and reported?
- If more personnel is needed, was Logistics notified?
- Report deaths and injuries to Operations Chief immediately?

Student Attendance and Release (School Sites)

- Was a student release area set up?
- Were student records available to check emergency contact and ID?
- Were emergency cards up to date and available?
- Was the student released to his/her emergency contact?
- Was a record kept of every release and to whom with signature and ID?
- Was the District EOC notified regularly on how many students are remaining and a time?
- If more personnel is needed, was Logistics notified?

Parent Gathering Area (School Sites)

- Was a parent gathering area set up?
- Was a process put in place on releasing the student to his or her guardian?
- Was a runner used to get the student from the student staging area?
- Did the team report immediately and regularly to the Chief?
- If more personnel is needed, was Logistics notified?

PLANNING/INTELLIGENCE TEAM

Documentation

- Was a time log maintained of the incident, noting all actions and reports?
- Record content of all radio communication with District EOC.?
- Record verbal communication for basic content?
- Log in all written reports?
- Receive, record and analyze student and staff accounting?
- Compute number of students, staff and others missing? Update periodically?
- Report missing to IC?
- File all documents for safety for permanent documentation?

Situation Analyst

- Did the Situation Analyst report any changes on campus to the Chief?

LOGISTICS TEAM

Facilities and Supplies

- Coordinate supplies, equipment and personnel needs with the IC.
- Maintain security of supplies and equipment?

Staffing Officer

- Was staff attendance taken and reported to Planning Chief?
- Deploy personnel as requested by the IC?
- Sign in volunteers or guests?
- Make sure volunteers and guests have badges to identify them?
- Were documents available so staff was released only with approval?
- Were documents kept recording the time released and where the staff member was going?

Communications

- Did you report to the DO the information from the Radio Protocol?
- Did you listen to the crank radio?
- Monitor the radio for community disasters?
- Did you record what is happening in the community?
- Did you report the information to the Logistics Chief?
- Monitor the radio for community disasters?

Transportation

District EOC

- Did you record the white and yellow fleet's transmissions where they are sheltering?
- Did you report the locations to the Logistics Chief?
- Did you report the locations of the buses over the emergency radio during the Radio Transmissions to sites?

School Site

- Did you record the white and yellow fleet's transmissions where they are sheltering?
- Did you report the locations to the Logistics Chief?

FINANCE TEAM

- Check in with the Planning and Logistics Leader to collect records and information which relate to personnel time keeping?
- Secure all documents needed to assess the cost of the incident?

Purchasing

- Check in with Logistics for a list of supplies needed for purchasing?
- Support Logistics in making any purchases which have been approved by IC.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary schools, four times per year in middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Classroom doors shall be closed during a fire drill.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
5. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Schools shall conduct an annual lockdown drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Drills need to be scheduled annually.

There are a number of steps in the Active shooter Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 30 minute timeframe to review expectations and standards in terms of:
 - a. Locking doors
 - b. Covering windows
 - c. Turning off lights
 - d. Keeping the students quiet
 - e. Building interior barricades in the “safe corner”
 - f. Reviewing classroom and all clear procedures (Do not open the door to anyone after you are in a lockdown)
 - g. Reviewing off site evacuation locations.
2. Send a follow-up reminder memo to your staff
3. Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

LOCKDOWN DRILL

1. Announcement the drill is beginning
2. Allow 3 minutes for the classrooms to prepare
3. Have teams that will evaluate a section of the site. Each team should have a clipboard with the school map and the section they are to evaluate highlighted, the form below to fill out during the assessment, a master key and a pencil.
 - a. The team will check to see if the door is locked, windows are covered, lights are off and the students are quiet.
 - b. The team will bang on the door and announce “Police, all clear”. **NO ONE SHOULD OPEN THE DOOR OR RESPOND!**
 - c. The team then may use the master key to check on set up and students are behind the barricade.
 - d. When teams are finished they should report back to the office so the principal can end the drill.
 - e. The team should meet after the drill to discuss what went right and what needs improvement.

Lockdown, Lockout and Shelter-in-Place Procedures

MIDDLE & HIGH SCHOOL - LOCKDOWN PROCEDURES

| LOCKDOWN | LOCKOUT | SHELTER IN PLACE | EVACUATION | DROP-COVER-HOLD |
|--|--|--|--|--|
| Immediate or imminent threat (on-Site) "NO ONE IN, NO ONE OUT" | Securing site from a threat that is not immediate (Off-Site) MOST COMMON | Isolation from outdoor environment external airborne contaminants | When conditions make it unsafe to remain in the building | Action taken to protect from debris |
| EVENTS INCLUDE Gun Fire Rabid Animal at Large (Outside) Extreme Violence (Outside) Hostage Situation Intruder | EVENTS INCLUDE Police activity in area (not direct imminent threat) | EVENTS INCLUDE Gas Leaks External Chemical Release Dirty Bombs Hazardous Spills Aircraft Crash (Off Site) | EVENTS INCLUDE Fire Bomb Threat Chemical Accident Explosion or Threat of Explosion Post-earthquake (if needed) | EVENTS INCLUDE Earthquake Explosion |
| PROCEDURES Make announcement over P.A. system "We are in a LOCKDOWN" (Repeat 3 times) Call 9-1-1 | PROCEDURES Make announcement over P.A. system "We are in a LOCKOUT" Lock exterior doors | PROCEDURES Make announcement over P.A. system "We are in a SHELTER IN PLACE" Stay in classrooms or secure area | PROCEDURES Use Fire alarm (in case of fire) Make announcement over P.A. system "Please EVACUATE from the building" When no P.A. System available use bell or horn signal to notify staff. Do not use elevators | PROCEDURES Make announcement over P.A. system "DROP-COVER-HOLD" Move away from windows (back facing window) Drop to floor under desks, chairs or tables Place head between knees |
| Lock exterior doors. <i>(Quickly check for students outside classroom prior to closing)</i> Close windows & draw blinds/covers. Move far away from windows (decrease visibility) Turn off lights & Silence all devices <i>(Students & Staff are to stay silent & invisible)</i> IF OUTSIDE: Move everyone into classrooms or secure area | Students remain in classrooms Students can use the "buddy system" to/from bathrooms Students can switch classes following normal school schedule (no outside play) Have "Sweep Team" sweep the school site once cleared and report back. (Only if safe to do so) | Close & Seal doors, windows, and vents (use towels, duct tape, aluminum foil or plastic wrap) Shut down heating, ventilation, and air conditioners Turn off pilot lights | Take attendance & report back Have "Sweep Team" sweep the school site once cleared and report back. | Hold on to a table leg with one hand & cover back of neck with the other IF OUTSIDE: Move away from buildings, trees, overhanging wires. Then Drop to ground, Cover back of neck, Hold on to anything nearby |
| Remain in classroom or secure area and do not open doors until ALL CLEAR is given | Keep doors locked and continue minimal exiting until ALL CLEAR is given | Remain in classroom until ALL CLEAR is given Short-term Measure | Remain in Assembly Area until ALL CLEAR is given | Remain in place until shaking stops, move to assemble area, Remain in are until All Clear is Given |

**Establish accountability for students. If safe to do so.

**Establish Communication updates - use of email, telephones, P.A. systems, Share911. If safe to do so.

ELEMENTARY SCHOOL - LOCKDOWN PROCEDURES

| LOCKDOWN | LOCKOUT | SHELTER IN PLACE | EVACUATION | DROP-COVER-HOLD |
|--|--|---|---|--|
| Immediate or imminent threat (On-Site) "NO ONE IN, NO ONE OUT" | Securing site from a threat that is not immediate (Off-Site) MOST COMMON | Isolation from outdoor environment external airborne contaminants | When conditions make it unsafe to remain in the building | Action taken to protect from debris |
| EVENTS INCLUDE | EVENTS INCLUDE | EVENTS INCLUDE | EVENTS INCLUDE | EVENTS INCLUDE |
| Gun Fire | Police activity in area | Gas Leaks | Fire | Earthquake |
| Rabid Animal at Large (Outside) | (not direct imminent threat) | External Chemical Release | Bomb Threat | Explosion |
| Extreme Violence (Outside) | | Dirty Bombs | Chemical Accident | |
| Hostage Situation | | Hazardous Spills | Explosion or Threat of Explosion | |
| Intruder | | Aircraft Crash (Off Site) | Post-earthquake (if needed) | |
| PROCEDURES | PROCEDURES | PROCEDURES | PROCEDURES | PROCEDURES |
| Make announcement over P.A. system "We are in a LOCKDOWN" (Repeat 3 times) | Make announcement over P.A. system "We are in a LOCKOUT" | Make announcement over P.A. system "We are in a SHELTER IN PLACE" | Use Fire alarm (in case of fire) | Make announcement over P.A. system "DROP-COVER-HOLD" |
| Call 9-1-1 | Lock exterior doors | Stay in classrooms or secure area | Make announcement over P.A. system "Please EVACUATE from the building" When no P.A. System available use bell or horn signal to notify staff. | Move away from windows (back facing window) |
| Lock exterior doors. <i>(Quickly check for students outside classroom prior to closing)</i> | Students remain in classrooms | Stay away from doors & windows | Do not use elevators | Drop to floor under desks, chairs or tables |
| Close windows & draw blinds/covers. Move far away from windows (decrease visibility) | Students may use bathrooms (with an employer and/or group) | Close & Seal doors, windows, and vents (use towels, duct tape, aluminum foil or plastic wrap) | Move to Assembly Area (safe location) on school campus away from building. | Place head between knees |
| Turn off lights & silence all devices <i>(Students & Staff are to stay silent & invisible)</i> | Students can follow normal day schedule with no outside play (Multi-purpose room/Library) | Shut down heating, ventilation, and air conditioners | Take attendance & report back | Hold on to a table leg with one hand & cover back of neck with the other |
| IF OUTSIDE: Move everyone into classrooms or secure area | Have "Sweep Team" sweep the school site once cleared and report back. (Only if safe to do so) | Turn off pilot lights | Have "Sweep Team" sweep the school site once cleared and report back. | IF OUTSIDE: Move away from buildings, trees, overhanging wires. Then Drop to ground, Cover back of neck, Hold on to anything nearby |
| Remain in classroom or secure area and do not open doors until ALL CLEAR is given | Keep doors locked and continue minimal exiting until ALL CLEAR is given | Remain in classroom until ALL CLEAR is given Short-term Measure | Remain in Assembly Area until ALL CLEAR is given | Remain in place until shaking stops, move to assemble area, Remain in are until All Clear is Given |

**Establish accountability for students. If safe to do so.

**Establish Communication updates - use of email, telephones, P.A. systems, Share911. If safe to do so.

Lockdown Assessment Form

Lock Down Assessment Sheet

School _____ Area/Building _____ Team Members _____

| Room/Teacher | Windows Covered | | Lights | | Door Locked | | Door Barricade | | Students Quiet & Not Visible | | Interior Barricade | | Behind Barricade | | |
|--------------|-----------------|----|--------|-----|-------------|----|----------------------|---------------------|------------------------------|---------------------|---------------------|-----|------------------|-----|----|
| | Yes | No | On | Off | Yes | No | Good/ Low/Weak /None | Good/ Low/Weak/None | Good/ Low/Weak/None | Good/ Low/Weak/None | Good/ Low/Weak/None | Yes | No | Yes | No |
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Additional Comments: Excellent Job/ Needs Improvement / Didn't Participate / Noisy on Approach / Class out of Control


Class # _____ Class # _____

Class # _____ Class # _____

Class # _____ Class # _____

Class # _____ Class # _____

Safety Plan Annual Drill Report Form

|  | | SAFETY PLAN ANNUAL DRILL REPORT | | | | | | | | |
|---|---|--|--|--|---|---------------------------------------|---------------------------------|---|--|-----------|
| Date | Start Time | End Time | Please place a ✓ below for which has been completed. The first emergency evacuation drill of each school year shall be conducted within the first 10 days of the beginning of classes. | | | | | | | Signature |
| | | | Earthquake* (1 x Quarter - Elementary) (1 x Semester - Secondary) | Fire* (1 x Month - Elementary) (4 x Year - Middle) (2 x Year - High) | Radio Communications (2 x Year) | Shelter In Place (1 x Year) | Lock Down* (1 x Year) | Other Drills (hazmat, reverse evacuation,) | | |
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| Drill Types: <i>(*Mandated drills)</i> | Emergency Evacuation* - (300-500 feet away from buildings) when conditions outside are safer than inside | | | | | | | | | |
| | Earthquake* - (drop, cover and hold) when an earthquake or other imminent danger to building or surroundings | | | | | | | | | |
| | Radio Communication - (test radios) during drills at site and district levels | | | | | | | | | |
| | Shelter In Place - (remain in classroom) when severe weather, environment external airborne contaminants, hazmat | | | | | | | | | |
| | Lockdown* - (remain in classroom) when protecting occupants from potential dangers in the building | | | | | | | | | |
| Reverse Evacuation - (return to classroom) when conditions inside are safer than outside | | | | | | | | | | |

Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Hayward Unified School District responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Hayward Unified School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of Alameda County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References

State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed. The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

- It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
- When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of the state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site's emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

WHAT DOES IT MEAN TO BE A STATE EMERGENCY WORKER

Employees working for a school district must be prepared in advance for a disaster. If and when a disaster occurs, all school employees must respond in accordance with legal requirements. Schools are responsible for the safety and welfare of the students and staff during and after a disaster and they are expected to provide shelter to members of the community should the need arise.

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

The policy is as follows:

- ◆ In case of a declared emergency by the Superintendent or designee during school hours, all students will be required to remain at school or an alternate, safe site under the supervision of district personnel:
 - Until regular dismissal time and then released only if it is considered safe, or
 - Until released to an adult authorized by the parent or legal guardian whose name appears on the District records.

To provide this supervision and care, Hayward Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and legal statutes included in the Disaster Emergency Guide (refer to the following page). **The statutes state that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District.** The authority also extends to the City of Hayward and to Alameda County to declare an emergency and press public employees into service as disaster service workers.

Employees should be prepared to be on site after a declared disaster for up to **72 hours**. Please inform family and friends what your responsibility is during an emergency so they do not worry about you. We recommend that you have a plan at home so your loved ones know who to contact in case of emergency.

BEFORE AND AFTER SCHOOL CARE

Hayward Unified School District will ensure after-school programs are educated on key parts of emergency management planning, including keeping emergency contact cards up to date and having the most accurate information from parents on who youths are permitted to leave with.

After-school programs are contained within a school's overall emergency management plan. However, there are important emergency planning considerations specific to after-school programs that may not be addressed in the school's overall emergency management plan, such as:

- How the Incident Command Structure is to operate after school when most staff have left for the day;
- Training of after-school program staff;
- Emergency procedures, especially when some buildings may be closed; and
- Coordination with local emergency responders.

Similar to emergency management planning for schools, after-school programs should also develop plans based upon site-specific issues. Collaborative exercises, site assessments, needs assessments, inventories, meetings, and emergency exercises, including drills and tabletops, would also assist in validating and encouraging adoption of the plan by administrators while promoting sustainability over time.

The District recommends that after-school programs:

- Parallel the schools' plans and procedures, or incorporate their plans into the schools' plans;
- Consult others (rather than plan in a vacuum);
- Include important contact numbers in their plans;
- Include reunification plans;
- Identify personnel for key roles;
- Orient all staff to the plan; and
- Have the plan available at all times.

PRESCHOOLS

Preschools are during school hours and will follow the District's procedures.

Helen Turner
Burbank
East Ave.
Eden Gardens
Fairview
Faith Ringgold
Lorin Eden
Park
Palma Ceia
Ruus
Tyrrell
THS Teen Parent Program

Definitions: Incidents, Emergencies, Disasters

Incident

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and the local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in Alameda County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted the San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

| Descriptive Title | Richter Magnitude | Intensity Effects |
|---------------------|-------------------|--|
| Minor Earthquake | 1 to 3.9 | Only observed instrumentally or felt only near the epicenter. |
| Small Earthquake | 4 to 5.9 | Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage. |
| Moderate Earthquake | 6 to 6.9 | Moderate to severe earthquake range; fault rupture probable. |
| Major Earthquake | 7 to 7.9 | Landslides, liquefaction and ground failure triggered by shock waves. |
| Great Earthquake | 8 to 8+ | Damage extends over a broad area, depending on magnitude and other factors. |

Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Hayward Unified School District to respond. The affected Cities and the County of Alameda will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Alameda will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs to be prepared.

To prepare their family and home for earthquakes and other emergencies

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- To develop a plan to reunite with their family
- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, Alameda County Office of Emergency Services, school district website, www.redcross.org, www.prepare.org or www.ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your **Family Plan** without you.

Disaster Service Worker Status: *California Government Code* Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed,
 2. When a state of emergency has been proclaimed, or
 3. When a federal disaster declaration has been made.
-

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

- a. Fire
- b. Peacetime Bomb Threat
- c. Chemical Accident
- d. Explosion or Threat of an Explosion
- e. Following an Earthquake
- f. Other similar occurrences that might make the building uninhabitable
- g. At the onset of an Active shooter/Lockdown Alert, when the teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- a. Severe Windstorm (short warning)
- b. Biological or Chemical Threat
- c. Sniper Attack
- d. Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- a. Inside school buildings
 - Immediately **TAKE COVER** under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- b. Outside of School Buildings
 - Earthquake: move away from buildings

- Take a protective position, if possible
- c. Explosion/Nuclear Attack:
- Take protective position, **OR**,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shutoff valves will be shut off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- a. Fire
- b. Chemical & Biological Gas Alert
- c. Flood
- d. Fallout Area
- e. Blast Area
- f. Chemical & Biological Gas Alert
- g. Specific ManMade Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- a. Dismissal of all classes
- b. Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

The bus driver should drive to the closest Hayward Unified School to shelter if it is not safe to continue on the route. During a major earthquake, the bus driver should stop the bus, have the students duck down (put head in lap) and cover their heads with their arms. When the shaking stops, evaluate the bus and surroundings. If it is safe to move, call into dispatch. Inform the dispatcher which school where you will be sheltering. The bus driver shall stay with the students at the site as the immediate supervisor of the students until their parents/designee check them out.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Drills

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

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

1. The principal shall notify staff as to the schedule for fire drills.

2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)

3. Teachers shall ascertain that no student remains in the building.

4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.

5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

Fires

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

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)

2. The principal or designee shall call 911.

3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.

4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.

5. In outside assembly areas, teachers shall take roll, report the number of students present, report missing students, and provide assistance to any injured students.

6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report the number of staff present, report missing staff, and provide assistance to any injured staff.

7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|----------------------------|--|
| 5 CCR 550 | <u>Fire drills</u> |
| Ed. Code 17074.50-17074.56 | <u>Automatic fire detection, alarm and sprinkler systems</u> |
| Ed. Code 32001 | <u>Fire alarms and drills</u> |
| Ed. Code 32040 | <u>Duty to equip school with first aid kit</u> |

EVACUATION EMERGENCY CHAIR



Staff, students and visitors with disabilities can be at risk during an emergency/evacuation. School administrators and staff should include the evacuation emergency chair in the annual drills and participate in annual training to ensure all staff on the second floor have the knowledge of how to operate the chair.

Through the entire process, the school system has a moral, ethical and legal responsibility to keep their whole community safe in the event of an emergency.

Schools must protect every student, staff member and visitor at risk including those with physical limitations, at the time of an emergency and it is recommended that an Evac Chair® school evacuation chair be utilized and incorporated as part of a student’s 504 and IEP process.

- ▶ <https://evac-chair.com/about-us/school-evacuation-chair/#:~:text=The%20Evac%20Chair%C2%AE%20school,visitors%20who%20are%20mobility%20impaired.>
- ▶ <https://www.youtube.com/watch?v=OS-ujoYac0A>

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.

- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- Contact FMOT immediately if your site is experiencing a blackout.

| POINTS OF CONTACT | TITLE | PHONE | EMAIL |
|-------------------|---------------------|-------------------------|--|
| Miguel Cruz | Director III - FMOT | 510 784-2600 Ext. 72800 | mcruz@husd.k12.ca.us |

- According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-in-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- SHELTER.** Go inside the nearest building or classroom and remain there. Lock and strap the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- LISTEN.** Remain quiet to hear critical instructions from school officials.
 - o If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.**
- A school official (or student if no official present) should close all vents and turn off ventilation systems.** *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
- Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*
- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "**bomb threat checklist**" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?**
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - ✓ Your name
 - ✓ Your call-back phone number
 - ✓ Exact street location with the nearest cross street
 - ✓ Nature of incident
 - ✓ Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate buildings using fire drill procedures.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM - HAYWARD UNIFIED SCHOOL DISTRICT

| | | |
|----------------|-----------------------------|-----------------------|
| School: | Time Call Received: | Call Taken By: |
| Date: | Time Caller Hung Up: | Title: |
| | Caller ID Info (*69) | |

| | | | | | | | | |
|--|---|----------|-----------------|----------------|--|----------------|--|-----------------|
| Questions to Ask: | Exact Wording of Threat: “ | | | | | | | |
| | “ | | | | | | | |
| 1. When will the bomb explode? | Caller’s Voice: (circle all that apply) | | | | Caller’s Language: (circle all that apply) | | Background Sounds: (circle all that apply) | |
| 2. Where is the bomb right now? | Calm | Nasal | Deep Breathing | Cracking Voice | Well Spoken | Educated | Street Noises | Crockery |
| 3. What does it look like? | Angry | Stutter | Disguised | Accent | Foul | Message Taped? | Voices | PA System |
| 4. What kind of bomb is it? | Excited | Lisp | Serious | Used Slang | Message Read? | Young (child) | Music | House Noises |
| 5. What will cause it to explode? | Slow | Raspy | Incoherent | Joking | Young (adult) | Middle Aged | Motor | Office |
| 6. Did you place the bomb? | Rapid | Deep | Slurred | Distinct | Old | | Factory | Machinery |
| 7. Why? | Soft | Ragged | Clearing Throat | Normal | Caller Demographics (Circle One) | | Animal Noises | Clear |
| 8. How did the bomb get in the school? | Loud | Laughter | Crying | Frightened | Male | Female | Unknown | Static Local |
| 9. Where are you calling from? | If voice is familiar, who did it sound like? | | | | Approximate Age: | | Long Distance | Cell Phone |
| 10. What is your name, address, phone? | Other Observations: | | | | | | | |

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and make the decision to either run off site or move all students into a safe room, if possible.
- Lock and strap all exterior doors.
- Spread SHELTER IN PLACE or LOCKDOWN/Active shooter alarm throughout rest of school as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ❑ **Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.
- ❑ If the intruder speaks to you or to your students, then answer him or her. **Do not provoke him or her.** Don't try to take matters into your own hands. Students should be told not to whisper to one another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ❑ .Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and **STAY CALM**.
- ❑ If and when possible, call Administration and/or 9-1-1.

Lockdown: Active Shooter

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon the Active Shooter training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

- Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- LOCKDOWN includes locking exterior doors, building door barricades, internal barricades, silencing cell phones, covering windows, keeping the students quiet and turning off/dimming lights.
- Notify administration
- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- Administration notifies the Superintendent

Intermediate activities:

- Take roll
- Conduct anxiety-reducing activities

Evacuation:

- Prepare students and yourself for a quick evacuation
- Follow directions of law enforcement when they arrive

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingested a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that particular chemical.
- Evaluate whether the HVAC system should be turned off.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the HAYWARD UNIFIED DISTRICT OFFICE with the following information:

- ✓ Date, time, and exact location of the release or threatened release
- ✓ Name and telephone number of person reporting
- ✓ Type of chemical involved and the estimated quantity
- ✓ Description of potential hazards presented by the spill
- ✓ Evaluate whether the HVAC system should be turned off
- ✓ Document time and date notification made
- ✓ Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- ❑ Locate a fire extinguisher and have present, should the need arise
- ❑ Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
- ❑ If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the HAYWARD UNIFIED DISTRICT OFFICE (510) 784-2600. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

| | |
|-------------|--------------------|
| Gasoline | Lacquer Thinner |
| Solvents | Paint |
| Motor Oil | Agricultural Spray |
| Diesel Fuel | Paint Thinner |
| Kerosene | Stain |
| Anti-Freeze | Brake Fluid |

Airborne Gases/Fumes

Always call for assistance (see chart below) and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

| POINTS OF CONTACT | TITLE | PHONE | EMAIL |
|-------------------|-----------------------|-------------------------|--|
| Miguel Cruz | Director III - FMOT | 510 784-2600 Ext. 72800 | mcruz@husd.k12.ca.us |
| Pedro Gonzalez | Compliance Supervisor | 510.784.2600 Ext. 72810 | pg710@husd.k12.ca.us |

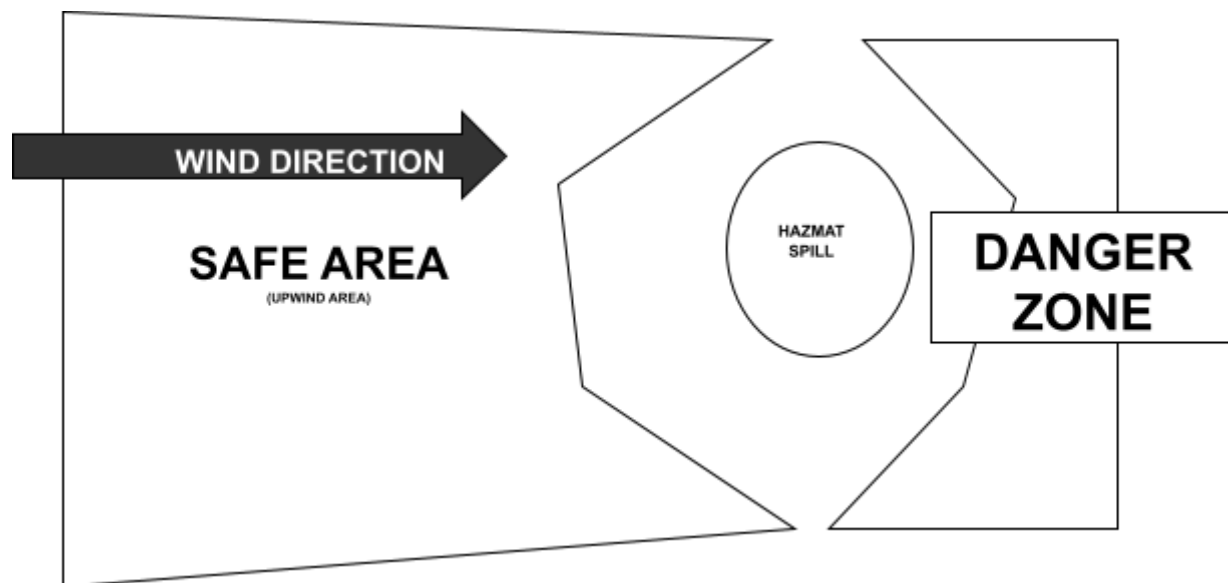
HOW TO ORDER SAFETY DATA SHEETS FOR ALL CHEMICALS ON SITE

The Federal OSHA standard, 29 CFR 1010.1200 requires that employers provide access to current safety data sheets (SDS) for all hazardous materials used by employees. SDS contains valuable safety information. They can also help to reduce risk and potential liability related to chemical use and exposure. SDS should be requested in medical emergencies, chemical spills and employee training situations.

- The Safety Data Sheets (SDS) are available to all employees on the Hayward Unified website and the main office at every school site.
- Materials are provided for your reference at each site.

Please do not have unmarked bottles containing hazardous chemicals. Do not bring unauthorized chemicals from home.

If the spill is too great to handle, contact the HAYWARD UNIFIED DISTRICT OFFICE at (510) 784-2600 Ext. 72800



Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

For information or concerns please contact:

| POINTS OF CONTACT | TITLE | PHONE | EMAIL |
|--------------------------|-----------------------|-------------------------|--|
| Miguel Cruz | Director III - FMOT | 510 784-2600 Ext. 72800 | macruz@husd.k12.ca.us |
| Pedro Gonzalez | Compliance Supervisor | 510.784.2600 Ext. 72810 | pg710@husd.k12.ca.us |

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.

- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If a limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.

- ❑ Grasp your fist with your other hand, give an abdominal thrust.
- ❑ Repeat until the object comes out.
- ❑ If required, begin rescue breathing.

No Pulse

If certified, apply CPR.

Anyone can perform the Cardiac Arrest AED process. Follow the commands from the defibrillator next.

Automated External Defibrillator (AED)

California recently enacted legislation aimed at increasing the installation and use of automated external defibrillators (“AEDs”). On Sept. 8, 2015, Gov. Jerry Brown signed S.B. 658 into law. The bill revises the rules that must be followed to obtain immunity from civil liability for the selection, installation, placement and use of AEDs. The new law goes into effect on Jan. 1, 2016.

The intent of this new law bill is clearly to make it easier to obtain immunity for, and encourage, AED placement and use. Comments to S.B. 658 were submitted by the [American Heart Association](#) (“AHA”), and studies from the [Centers for Disease Control](#) and Prevention and Emergency Medical Services Authority (“EMSA”) were considered. These comments and studies noted that increased access to AEDs can lead to increased cardiac arrest survival rates. The AHA noted in particular that cardiac arrest survival rates can increase to nearly 40 percent in communities with AED programs.

A.B. 658 provides that a person or entity that acquires an AED for emergency use is not liable for any civil damages resulting from the use of an AED to provide emergency care if that person or entity does all of the following:

- comply with all regulations governing the placement of an AED;
- notify the local emergency medical service agency of the existence, location and type of AED;
- maintain and test the AED according to the manufacturer’s guidelines;
- test the AED at least twice a year and after each use;
- inspect all AEDs on the premises at least every 90 days; and
- maintain records of the maintenance and testing of the AED as required by the statute.

S.B. 658 eliminates employee CPR training requirements. Under the prior law, entities providing AEDs were required to have at least one employee trained in CPR for every AED unit acquired up to five units and one additional trained employee for every additional five units. Employers no longer have to train employees in CPR or the use of AEDs. And under S.B. 658, employers with AEDs are no longer required to have employees

trained to respond to emergencies during normal work hours.

S.B. 658 also modifies the requirements that building owners must follow to obtain immunity. The new rules require building owners who provide AEDs to:

- annually notify building tenants of the location of the AED units and provide information on how to voluntarily take CPR or AED training;
- annually offer a demonstration on how to properly use an AED in an emergency;
- post instructions on how to use the AED next to the AED in at least 14-point font.

In addition S.B. 658 provides that a medical doctor is not required to be involved in the acquisition or placement of an AED.

Please note that the new law also modifies the requirements for AEDs placed in a public or private K-12 school. K-12 schools that provide AEDs are now required to provide information on sudden cardiac arrest, the school’s emergency response plan and the proper use of an AED to administrators and staff annually, and must post similar information in at least 14-point font next to every AED. The revisions eliminated the requirement that principals must designate trained employees who can respond to an emergency during normal business hours. The new law makes clear that school employees are permitted to render aid with an AED.

S.B. 658 retains the prior law language that provides immunity for persons using an AED for emergency care when they do so “in good faith and not for compensation”. See Civil Code 1714.21(b). Unfortunately, S.B. 658 has not clarified the quoted terms which have caused confusion and uncertainty in some cases. As an example, issues have been raised over what constitutes “good faith” and when an employee using an AED not doing so “for compensation.”

Practical Considerations

Employers and building owners in California should now review and revise their policies and procedures governing AEDs to meet the new S.B. 658 requirements. And those who have previously chosen not to provide AEDs out of concern that the law governing immunity was not sufficiently broad, may now want to review those decisions.

It may be prudent to still generally make use of AEDs voluntary and not part of an employee’s job duties in order to minimize any dispute over whether an employee uses an AED “not for compensation.” S.B. 658’s revisions may make this less of an issue as employers are no longer required to provide trained employees to operate the AEDs. However, this issue may not be fully resolved. Please note that a common exception to such voluntary use would be for those who are emergency responders as part of their job duties. Under that circumstance, workers' compensation law in California would typically provide protection against liability for workers who are accused of causing injury to co-workers as part of their job duties, but some exceptions are theoretically possible, such as a willful physical assault. See California Labor Code § 3602.

It may also be prudent to remind anyone who may use an AED that the device must only be used “in good faith” and explain that term as best as possible.

Although training is no longer required (apparently in recognition that AEDs are easy to use) employers and business owners should still give serious consideration to providing training. Despite their ease of use, it is still far more likely that employees and others will use AEDs, and use them properly and effectively, if training is provided.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities



| |
|---|
| Highest Priority - RED TAG |
| 1. Airway and breathing difficulties |
| 2. Cardiac arrest |
| 3. Uncontrolled or suspected severe bleeding |
| 4. Severe head injuries |
| 5. Severe medical problems |
| 6. Open chest or abdominal wounds |
| 7. Severe shock |
| Second Priority - YELLOW TAG |
| 1. Burns |
| 2. Major multiple fractures |
| 3. Back injuries with or without spinal cord damage |
| Third Priority - GREEN TAG |
| 1. Fractures or other injuries of a minor nature |
| Lowest Priority - BLACK |
| 2. Obviously mortal wounds where death appears reasonably certain |
| 3. Obviously deceased |

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to the next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.
- Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- GET HELP by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- STAY with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

- Don't leave the person alone for even a minute.
- Don't act shocked or be sworn to secrecy.
- Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
- Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and **call 9-1-1** for local emergency services.
- Note:** A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home

| PARAMEDIC TAG # | VICTIM NAME | STUDENT ID # | TIME OF DEPARTURE | Hospital |
|-----------------|-------------|--------------|-------------------|----------|
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Signed _____ Date _____

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

- ✓ Excessive postage
- ✓ Handwritten or poorly typed addresses
- ✓ Incorrect titles
- ✓ Title, but no name
- ✓ Misspellings of common words
- ✓ Oily stains, discolorations or odors
- ✓ No return address
- ✓ Excessive weight
- ✓ Lopsided or uneven envelop
- ✓ Protruding wires or aluminum foil
- ✓ Excessive security material such as masking tape, string, etc.
- ✓ Visual distractions
- ✓ Ticking sound
- ✓ Marked with restrictive endorsements, such as “Personal” or “Confidential.”
- ✓ Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as “Anthrax”

- Do not shake or empty the contents of any suspicious envelope or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems are contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.
- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.**
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Foodborne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalation Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur

Infectious Disease Outbreak and Pandemic

In a **pandemic**, the disease outbreak is usually tracked world-wide and nation-wide. Illness may spread rapidly or slowly and the duration of the outbreak may be over months or even years. The Health Officer and public health disease control specialists evaluate information from the Centers for Disease Control (CDC) and data about the outbreak in Alameda County to determine actions necessary to control the disease outbreak in schools and in the community. Such actions may need to be taken *before* any cases have been reported in the county. Health Officer orders, guidelines and instructions are continually revised and updated as the outbreak is tracked in the county.

The procedures and checklists in the plan address response to both an infectious disease outbreak and a pandemic. In either scenario, the Health Officer may declare a Public Health Emergency.

School District Nurses and health care providers may be among the first in the county to report an **infectious disease outbreak**. The Health Officer and public health disease control specialists evaluate the situation in the county and determine actions necessary to control the disease outbreak in schools and in the community. Health Officer Orders, guidelines and instructions are continually revised and updated as the outbreak is tracked in the county.

The Hayward Unified School District's Pandemic Plan is in the Appendices.

Responsibilities for a School/Site Disaster

Everyone at a school/site will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics, and Finance/Administration*.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander*.

No one person should be supervising more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

Common terminology:

All teachers and staff in the school/site should use the same words to refer to the same actions. The terminology should be known *before* a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications, and avoids duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the HAYWARD UNIFIED SCHOOL DISTRICT. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergency operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

The District Office ICS has multiple responsibilities. The ICS functions at site level to make sure all staff, students and community members are safe. The District Office ICS also is responsible for the communication to all sites regarding the condition of the staff, students and facilities.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Center

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school/site.

Emergencies within a school:

Internal communications will be via:

- Public address systems.
- Emails.
- Message runner.
- District telephone/emergency radio to administration offices.

External communications will be via:

- The main communications network.
- News bulletins, as needed, by appointed personnel only.

Emergencies affecting two or more schools:

In-district communications will be via:

- Telephone, if operable.
- District internal communications.
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

When using the District radio system:

- Set radio to Channel 2
- Firmly push down button to transmit, wait several seconds, and then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
- Unit to Base
- Identify yourself: " This is NAME . POSITION , from SITE ."
- Base will respond.
- Give a message, after transmission is complete. Base will end with (base number)clear. In the case of an earthquake, use the Radio Protocol sheet.

- Unit to Unit
- Use unit number to begin and end transmissions.
- School Bus to unit
- Use Unit number to begin and end transmissions.

DO NOT interrupt when someone is transmitting, an exception is for emergency information.

- Portable units should remain in the charger when not in use.
- Portable units keep a usable charge for ___two___ hours.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.

- Use established communication channels to keep employees, students, parents, essential communicators and community informed.
- Keep secretaries briefed on situation changes and what to tell people who phone the School District.
- Hold briefings with employees, labor association leaders, Board President student leaders and other key communicators.
- Enact telephone tree in order to communicate updates.
- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- Supply Superintendent's office and public information offices with a copy of each bulletin.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff should report any news media personnel that appear elsewhere on campus.

HAYWARD UNIFIED SCHOOL DISTRICT - EOC Message Form

| | |
|-------------|---|
| Date | Priority (Circle one) <div style="display: flex; justify-content: space-around;"> EMERGENCY (Life Threatened) URGENT (Property Threatened) ROUTINE (All Others) </div> |
|-------------|---|

| | | | | | | | | | |
|--|-----------|------|----------|-------|--|----------|------|------|------|
| Time | | | | | | | | | |
| <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%; text-align: center; vertical-align: middle;">TO</td> <td style="padding: 5px;">Name</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">O</td> <td style="padding: 5px;">Title</td> </tr> <tr> <td></td> <td style="padding: 5px;">Location</td> </tr> </table> | TO | Name | O | Title | | Location | Name | FROM | Name |
| TO | Name | | | | | | | | |
| O | Title | | | | | | | | |
| | Location | | | | | | | | |
| | Title | | Title | | | | | | |
| | Location | | Location | | | | | | |

Check One Take Action For Information Other

| <u>Category</u> | <u>Number</u> | <u>Description</u> |
|--|---|--|
| A. | # _____ | Fatalities |
| B. | # _____ Minor | Injuries Minor: In need of First Aid attention only |
| C. | # of Injured | Injuries (Ambulance) |
| | # _____ Major | Major: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock. |
| | # ___ Moderate | Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage |
| D. | Circle one | Property Damages |
| | Major | Major damage: building collapse, building leaning, major ground movement causing large cracks in ground. |
| | Moderate | Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines). |
| | Minor | Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows. |
| E. | ___ Ambulance ___ PG&E ___ Other | Resources Needed ___ Other: (describe) |
| <input type="checkbox"/> Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate. | | |

Additional Information:

Disposition:

| | |
|--------------------------------|-----------------------|
| Action Requested By: (Name) | Time Action provided: |
|--------------------------------|-----------------------|

HUSD EMERGENCY COMMUNICATION NUMBERS

| | |
|---|--|
| Police, Fire & Rescue, Medical, Sheriff, Hazardous Incident | 911 |
| Emergency from mobile phone | 732-2626 (Fire) 293-7000 (Police) |

| | | | |
|---|--------------|---|--------------|
| Police non-emergency | 311 | DISTRICT PHONE NUMBERS | 510-784-2600 |
| Sheriff | 510-272-6878 | Superintendent's Office | x 72688 |
| Alameda County Medical | 510-437-6575 | Business Services | x 72702 |
| Office of Emergency Services Alameda County | 925-803-7800 | Child Nutrition | x 28216 |
| Fire Department | 510-583-4910 | Educational Services | x 72655 |
| County of Alameda Emergency Medical Services | 510-618-2099 | Human Resources | x 72695 |
| Pacific Gas & Electric | 800-743-5000 | Maintenance & Operations | x 72800 |
| American Red Cross | 510-429-3300 | Purchasing Department | x 72720 |
| Alameda Environmental Services | 510-567-6700 | Special Education | x 72611 |
| City of Hayward Emergency Services | 510-583-4634 | Technology Services | x 72663 |
| HarMat | 510-670-9901 | Transportation | x 72800 |
| Poison Control | 800-222-1222 | Warehouse | x 72675 |
| CAL/EPA | 800-300-2193 | | |
| Water Resource Board | 510-622-2300 | TRANSPORTATION EMERGENCY NUMBERS | |
| OSHA | 800-321-6742 | Hayward Transportation | 510-583-4000 |
| CalOSHA Fremont | 510-794-2521 | CHP – Hayward (local) | 510-489-1500 |
| Hayward Water | 510-583-4600 | | |
| Highway Patrol | 800-835-5247 | RADIO AND TV STATIONS: | |
| CHP Non-emergency | 707-551-4100 | KQED 88.5 FM | 415-553-2361 |
| East Bay Times | 925-935-2525 | KCRH 89.9 FM | 510-723-6954 |
| California Emergency Management Agency | 800-852-7550 | KCBS 740 AM | 415-765-4000 |
| National Response Center | 800-424-8802 | KGO 810 AM | 415-995-6800 |
| CA Department of Toxic Substance Control | 916-255-3545 | KPIX CH 5 | 415-362-5550 |
| | | KRON CH 4 | 415-441-4444 |
| | | KTVU CH 2 | 510-834-1212 |

Counselors and Psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a “new normal” to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Alameda County Mental Health and the agencies working under its umbrella are available to support schools.

Numerous agencies under the Alameda County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the Alameda County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

- (1) Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Alameda County Mental Health Department before reporting to their assigned campuses.
- (2) In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the Alameda County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).
- (3) The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.
- (4) The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.
- (5) In police, fire or district debriefings with school staff, parents and impacted students, a representative from the Alameda County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

(6) In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Mental Health Call Center

Phone: 1 (800) 704-0900

Hours: 24-hours, 7 days a week

Languages Spoken: English, Mandarin, Spanish, Tagalog, Vietnamese

Other languages can be made available as needed.

The Alameda County Mental Health Call Center is the centralized entry point for individuals who are seeking behavioral health services in Alameda County.

General information, appointments, and referrals are available during business hours Monday through Friday, 8:00 a.m. to 5:00 p.m. The Mental Health Call Center can be contacted regarding a behavioral health crisis that you or a family member might be experiencing after 5:00 p.m. on weekdays, weekends, and holidays.

Staff will talk with you to clarify what your behavioral health needs are. The Mental Health Call Center will link you with the appropriate behavioral health service, county services or referrals to community services.

The primary function is to provide a 24-hour telephone service which
screens for behavioral health needs
directs callers to programs and services that are suitable for meeting their needs
authorizes Fee-for-Services Medi-Cal visits

In addition, the Call Center provides telephone crisis intervention response to callers in an acute behavioral health crisis, attempting to stabilize them until a crisis counselor or other crisis services provider can intervene to provide more extensive or specialized service.

The Family and Children's Services System of Care provides services to children and adolescents and their families who are experiencing extreme emotional distress. We address their behavioral health needs in the least restrictive, most family-like manner possible.

AMERICAN RED CROSS - RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction

What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased, used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards

- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheelchairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water

- ½ gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised
- Hand sanitizer

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pick ax
- Sledge hammer
- Shovel

- o Pliers
- o Bolt cutters
- o Hammer
- o Screwdrivers
- o Utility knife
- o Broom
- o Utility shut off wrench: 1 per utility

Other Supplies

- o Folding tables, 3' x 6': 3-4
- o Chairs: 12-16
- o Identification vests for staff, preferably color-coded per school plan
- o Clipboards with emergency job descriptions
- o Office supplies: pens, paper, etc.
- o Signs for student request and release
- o Alphabetical dividers for request gate
- o Copies of all necessary forms
- o Cable to connect car battery for emergency power

Food

- o The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per S&R Team Member

- o Hard hat, OSHA approved
- o Identification vest
- o Leather work gloves
- o Safety Goggles
- o Dust mask
- o Flash light, extra batteries
- o Flat Bar
- o Whistle
- o Duct Tape
- o Duffel or tote bag to carry equipment

Gear per S&R Team

- o Backpack with First Aid supplies
- o Master Keys

Homeland Security Advisory System



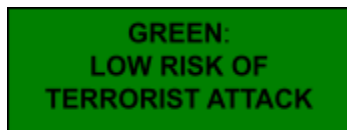
Homeland Security Advisory System (Adapted for Alameda County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.



This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for “Do Not Duplicate”
- Review and update the Emergency Call-in List.



This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school’s ability to respond to a terrorist threat.
- Mark keys with “Do Not Duplicate”. (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

**YELLOW
SIGNIFICANT RISK OF
TERRORIST ATTACK**

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check the site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of the site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

**ORANGE
HIGH RISK OF
TERRORIST ATTACK**

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
 - a. Communication should focus on reassurance that school is a safe place
 - i. Reminder – schools have existing safety plans
 - ii. Reminder – schools practice their safety procedures
 - iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student’s fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

**RED:
SEVERE RISK OF
TERRORIST ATTACKS**

A Severe Condition reflects a severe risk of terrorist attacks. **Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The Alameda County Emergency Operations Center, located at 4985 Broader Blvd. Dublin, will be occupied initially during the first 24 hours** of a RED threat level. (Continued operation will be determined on an as-need basis.)

The Alameda County Office of Education will provide staff at the **Alameda County Office of Emergency Operations Center** to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass email, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure the cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during the crisis.
- Gather and provide related information to students, staff and parents.
 - A. review communication guidelines under Orange Threat Level
 - B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the Alameda County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect the facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Listed below are websites that provide additional information.

- | | |
|---|--|
| http://www.ready.gov | Disaster Preparedness Information |
| http://www.whitehouse.gov | White House |
| http://www.dhs.gov | Federal Department of Homeland Security |
| http://www.nasponline.org | National Association of School Psychologists |
| http://www.fema.gov/ | Federal Emergency Management Agency |
| http://www.oes.ca.gov/ | California Office of Emergency Services |

<http://www.bt.cdc.gov/>

Centers for Disease Control and Prevention

<http://www.fbi.gov/>

Federal Bureau of Investigation

<http://www.ACoe.org/>

Alameda County Office of Education

Infectious Disease and Pandemic Response Plan

Sources

Pandemic Influenza School Planning Toolkit, Alameda County Office of Education and Alameda County Public Health Department, 2007

Pandemic Influenza Plan Toolkit, Alameda County Public Health Department, Advanced Practice Center (APC), 2009

School Pandemic Influenza Training and Exercise, November 15, 2007, After Action Report and Improvement Plan, November 30, 2007

Pandemic Flu Checklist for Local Educational Agencies in California, California Department of Education, April 2010

Pandemic Influenza Manual, 2009 Draft, California Department of Education, 2009

Pandemic Influenza Response Plan Addendum, Cupertino Union School District, Summer 2009

| ACRONYM LIST | |
|--------------|--|
| CD Nurses | Communicable Disease Nurses |
| DEOC | Department Operations Center |
| EOC | Emergency Operations Center |
| FEMA | Federal Emergency Management Agency |
| HO | Health Officer |
| ICS | Incident Command System |
| JIC | Joint Information Center |
| NIMS | National Incident Management System |
| OA EOC | Operational Area Emergency Operations Center |
| OES | Office of Emergency Services |
| PIO | Public Information Officer |
| PPE | Personal Protective Equipment |
| ACOE | Alameda County Office of Education |
| ACPH | Alameda County Public Health Department |
| SEMS | Standardized Emergency Management System |

Plan Organization

This plan outlines procedures used by the Hayward Unified School District in a disease outbreak or a pandemic. The School District Infectious Disease/Pandemic Response Plan is included as an Appendix to the Hayward Unified School District Emergency Response Plan.

This plan is organized into the following sections:

| RESPONSE ORGANIZATION | OPERATIONAL PROCEDURES | CHECKLISTS |
|---|---|---|
| <ul style="list-style-type: none">• Lead Agency• Contacts in a Public Health Emergency• School District• County• Public Health Department• SCC Office of Education | <ul style="list-style-type: none">• Illness monitoring/reporting• Infection control• Information for parents, teachers, staff• Media inquiries• School dismissal• Teach/staff absences• Work policies• Continuity of school operations• Continuity of school instruction• Financial recovery | <ul style="list-style-type: none">• School Nurses• School District Administration• SCC Office of Education• SCC Public Health Department |

Definitions - Infectious Disease Outbreak and Pandemic

The procedures and checklists in the plan address response to both an infectious disease outbreak and a pandemic. In either scenario, the Health Officer may declare a Public Health Emergency.

School District Nurses and health care providers may be among the first in the county to report an **infectious disease outbreak**. The Health Officer and public health disease control specialists evaluate the situation in the county and determine actions necessary to control the disease outbreak in schools and in the community. Health Officer Orders, guidelines and instructions are continually revised and updated as the outbreak is tracked in the county.

In a **pandemic**, the disease outbreak is usually tracked world-wide and nation-wide. Illness may spread rapidly or slowly and the duration of the outbreak may be over months or even years. The Health Officer and public health disease control specialists evaluate information from the Centers for Disease Control (CDC) and data about the outbreak in Alameda County to determine actions necessary to control the disease outbreak in schools and in the community. Such actions may need to be taken *before* any cases have been reported in the county. Health Officer orders, guidelines and instructions are continually revised and updated as the outbreak is tracked in the county.

Response Objectives

This plan describes how school district response is coordinated and organized to:

1. Obtain accurate and timely information from the Public Health Department.
2. Provide accurate and timely information to parents, students, teachers and staff.
3. Provide feedback to the Public Health Department about how information is being received, interpreted and used.
4. Take required actions to close and re-open a school, when these actions are ordered by the Health Officer.
5. Ensure continuity of school operations during a school closure.
6. Ensure continuity of instruction during a school dismissal.

Response Organization

PUBLIC HEALTH IS THE LEAD AGENCY IN A PUBLIC HEALTH EMERGENCY

The Alameda County Public Health Department is the Lead Agency during a public health emergency in Alameda County, such as an infectious disease outbreak or pandemic. In a public health emergency, Public Health may direct specific actions to control the spread of disease in schools and in the community. The Health Officer has legal authority to take actions necessary to prevent the spread of disease. This includes the legal authority to dismiss schools.

As Lead Agency in a public health emergency, the Public Health Department is:

- The primary point of contact for information on the disease outbreak or pandemic including:
 - Case definition and symptoms.
 - Exposure and infection control.
 - The need to dismiss schools.
- The single point of contact for instructions related to school district response, including infection control instructions and school dismissal.
- The primary point of contact for content of information distributed by the school district to parents, students, teachers and staff.

As Lead Agency, the Public Health Department activates the Department Emergency Operations Center (DEOC). The DEOC is located at the Public Health Laboratory on Moorpark Avenue. The DEOC coordinates with the Operational Area Emergency Operations Center (OA EOC) to:

- Monitor the outbreak in schools and throughout the community.
- Manage health and medical resources needed for response.

As the health official with legal authority to take actions in a public health emergency, the Health Officer:

- Determines when to close schools and when to re-open schools.
 - Issues Health Officer Orders (instructions and requirements) to prevent and control the spread of disease in schools and throughout the community.
-

Lead Agency in Other Emergencies

School district and school response to earthquake, fires, floods and other emergencies is described in the School Safety Plan and School Emergency Response Plan.

School districts and schools activate an emergency response organization based on the Standardized Emergency Management System (SEMS).

Depending on the scope of the emergency and the jurisdictional relevance, a City EOC or the Operational Area EOC will be the primary support to the affected schools.

In emergencies other than a public health emergency, the Lead Agency at the OA EOC is usually the Fire Department or Law Enforcement (Sheriff's Office or Local Police Department).

Each city within the county may also activate an EOC, using the Incident Command System (ICS). At a city or county EOC, the Lead Agency will staff the Operations Section Chief position

Points of Contact (POC)

The following points of contact are used during a public health emergency to coordinate actions and share information. During an emergency activation, obtain phone numbers and email addresses for these points of contact.

| Site, Agency, Department or office | Contact (s) |
|---|--|
| School Sites | <ul style="list-style-type: none"> ● Principal ● School District Nurse ● School Emergency Coordinator ● Crisis/Emergency Communication Team (activated) ● School Emergency Organization (activated) |
| School District | <ul style="list-style-type: none"> ● District Superintendent ● District Nurse ● District Emergency Coordinator ● District Public Information Officer ● School Communication Team (activated) ● School Emergency Organization (activated) |
| Alameda County Office of Education | <ul style="list-style-type: none"> ● County School Superintendent ● ACOE Emergency Response Group (activated) |
| Public Health Department | <ul style="list-style-type: none"> ● Public Health Department Emergency Operations Center- DEOC (activated) ● Disease Control Group (activated) ● County Health Officer (HO) ● Public Information Officer (PIO) ● Communicable Disease Control Nurse(s) |
| Office of Emergency Services | <ul style="list-style-type: none"> ● EOC Schools Coordinator Operational Area Emergency Operations Center (EOC) (activated) ● County Public Information Officer (PIO) ● Joint Information Center (activated) |

Response Coordination

Response by the Office of Education, the Public Health Department, the Office of Emergency Services, School Districts and schools is organized in accord with the National Emergency Management System (NIMS) and the Standardized Emergency Management System (SEMS), which is California State Law. Both NIMS and SEMS utilize ICS as the primary command structure.

Emergency operations centers (EOCs) may be activated in a public health emergency at agencies, departments and in school districts. If an EOC is not used, elements of NIMS/SEMS may still be activated as response groups or teams.

For response to a public health emergency (infectious disease outbreak or pandemic), the following operations centers or response elements are used:

1. School and school district response teams and emergency response coordinators. (Some schools activate an incident command organization). Office of Education Emergency Response Group
2. Public Health Department Emergency Operations Center (DEOC)
3. Operational Area (County) Emergency Operations Center (EOC)
4. County Joint Information Center (JIC)

Operational Area EOC Activation and Organization

In a public health emergency, the Operational Area EOC may be activated. In this activation:

1. The Health Officer is the Operations Section Chief and the Public Health Department is the Lead Agency.
2. The Medical/Health Branch is staffed by representatives of the Public Health Department, Mental Health Department, Environmental Health Department and others according to situational needs.
3. The OES Schools Coordinator position is activated as an Agency Representative to the EOC Liaison staff, when that function is activated at the Operational Area EOC.

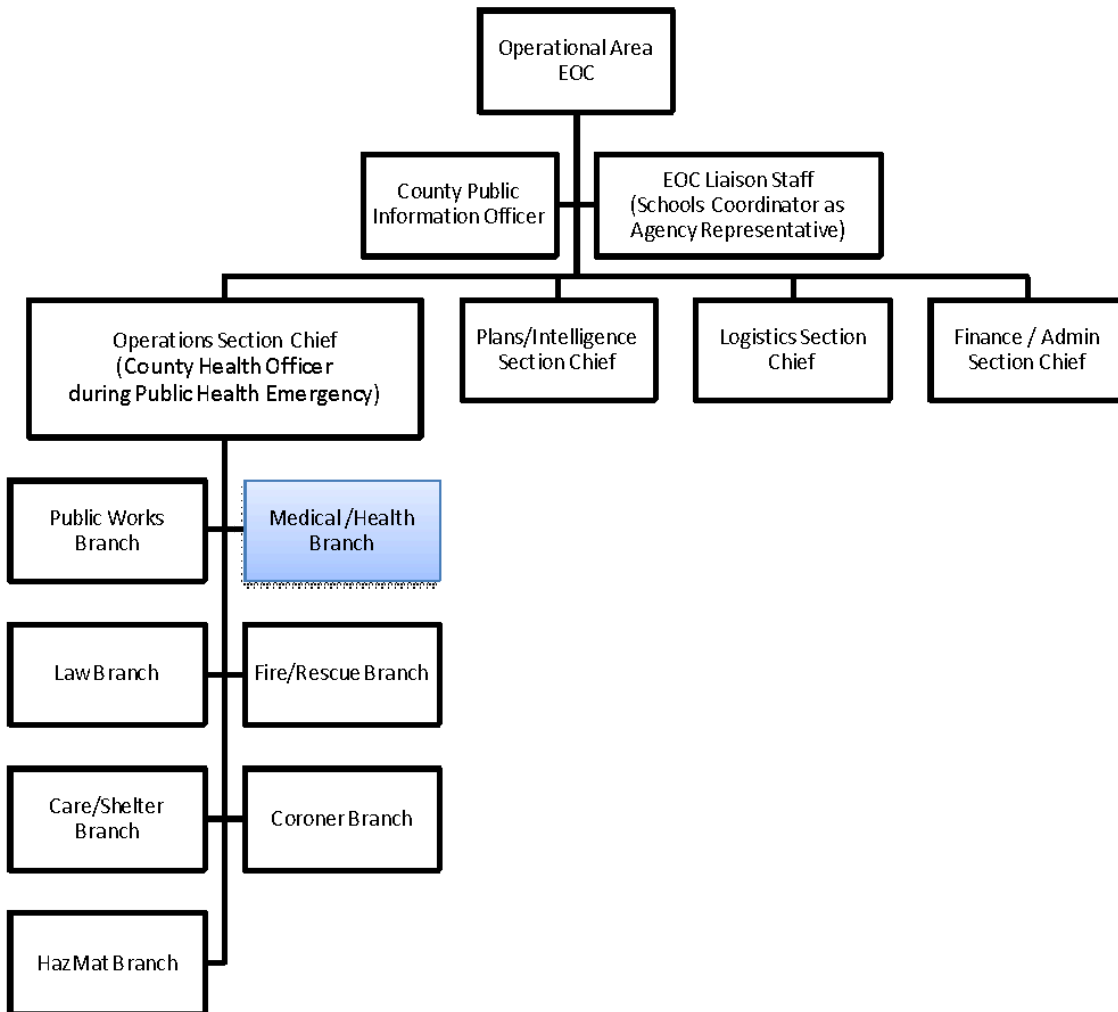


Figure 1 -

Operational area EOC organization

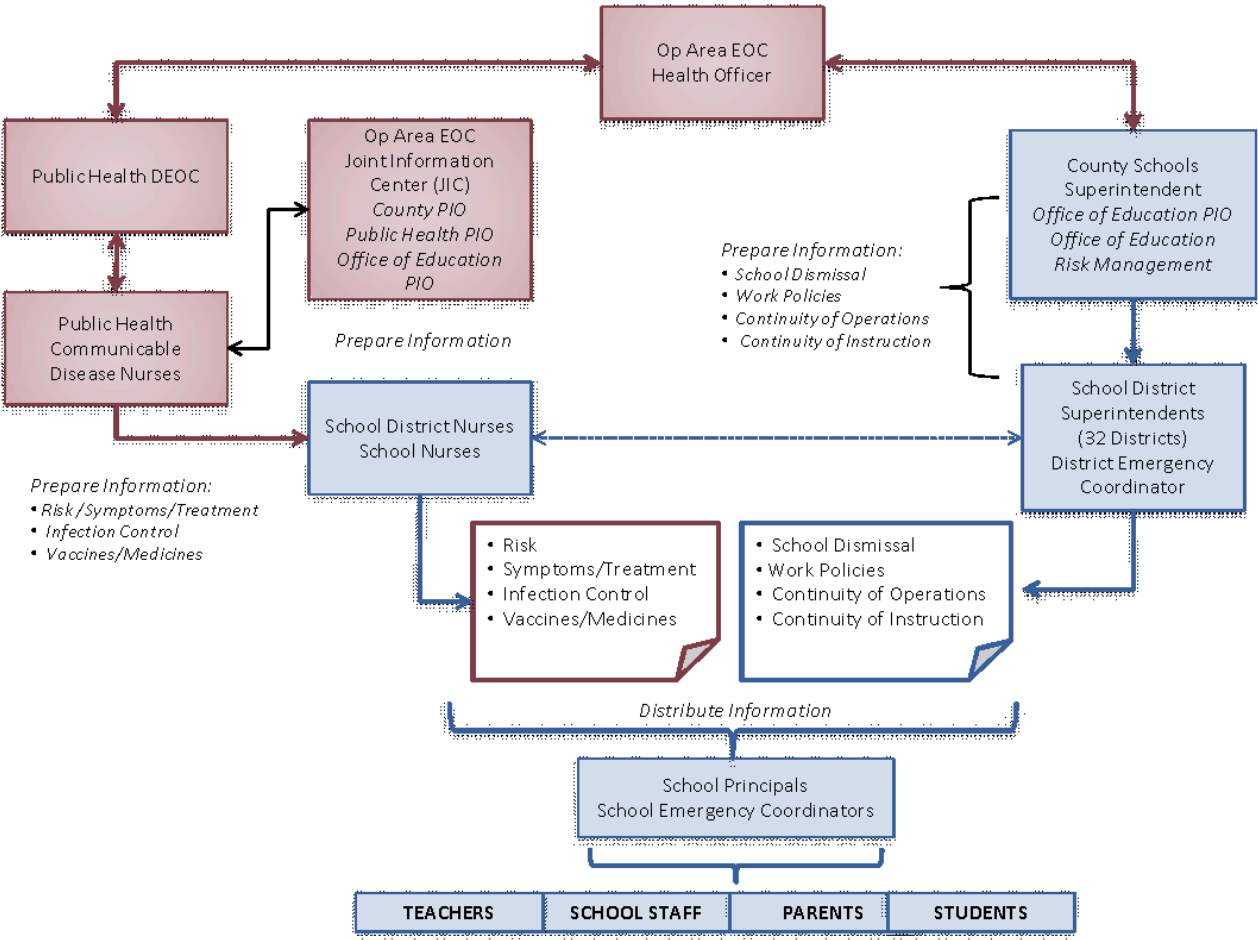
Public Health Emergency Operations Center (DEOC)

In a public health emergency, the DEOC is activated. In this activation:

1. Through the DEOC, the Public Health Department and Emergency Medical Services Agency support to the Operational Area EOC Medical/Health Branch.

2. The DEOC Operations Section activates Groups and/or Teams, as needed for response.
3. The DEOC Disease Control Group is activated and staffed by Communicable Disease Control Nurses. They are the primary contact to the schools and school districts.
4. The Joint Information Center (JIC) may be activated and the Public Information Officer prepares approved content for letters and materials sent by school districts to parents, teachers and staff. A Schools Group may be activated at the JIC to assist and the Office of Education may assist.

Coordination Chart for Public Health Emergency Response



Operational Procedures

Public Health Guidance for Disease Reporting

1. Communicable Disease (CD) Nurses in the Public Health Department use existing disease reporting protocols.
2. CD Nurses are the primary point of contact for School District Nurses during a public health emergency.
3. The Public Health CD Nurse provides the following information in an initial briefing with School District Nurses:
 - Situation update and analysis.
 - Case reporting and monitoring: instructions for School District Nurses and district nurses.
 - Review of communication and flow of information between school districts, Public Health and Office of Education for:
 - Reporting cases.
 - Health Officer Orders and instructions.
 - Materials and resources.
 - Establish briefing/communication schedule for the event.
 - Provide Public Health information website and telephone contact information.
 - Confirm school district contact information for official communication.
4. When the DEOC is activated, the CD Nurses provide guidance to school districts from the Disease Control Group.
5. The CD Nurse will provide guidance to School District Nurses on when and how to separate students identified with illness at school.

Illness Monitoring and Reporting Cases by School District Nurses

1. Students identified with illness are separated from the school population by isolating them in the health office or designated room.
2. The Health Assistant or School Administrative Assistant uses existing procedure to contact parent or guardian and request school pick up.
3. The School District Nurse provides written instructions to parents regarding next steps (treatment at home, clinical evaluation by a physician, etc.).
4. If transportation is not immediately available, the School District Nurse/Health Assistant will hold the student in the health office or designated room for the remainder of the school day. The School Principal and/or Health Assistant will provide food and a comfortable resting place for the student.
5. The School District Nurse may arrange through parents/caregivers transportation to a healthcare setting, if necessary.
6. The School District Nurse will file necessary forms, per existing procedures for return of an ill student to the care of parents in the home.
7. All cases will be reported to the School District Nurse. As necessary, the School District Nurse will report cases to the Alameda Public Health Department.

Instructions for Infection Control During Pandemic Response

1. The **Alameda County Public Health CD Nurse** (or DEOC Disease Control Group) issues approved, updated and disease-specific infection control procedures to be used at school sites. These may be distributed directly to school districts by email or sent to the **ACOE Emergency Response Group** for distribution to school districts.
2. Updated information may be provided in conference calls or at on-site briefings with a Public Health Deputy Health Officer and/or the CD Nurse.
3. Written updates will be posted on the Public Health website and distributed by email.
4. The School District Nurse can contact the AC Public Health CD Nurses directly by telephone to answer questions and provide additional information about specific or individual cases/situations.

5. As the event progresses, the Public Health DEOC may be activated and further instructions will be provided from the Disease Control Group at the DEOC and the Joint Information Center (JIC).
 6. **Refer to the District Logistic Leader to department job functions.**
-

Information for Parents, Teachers and Staff

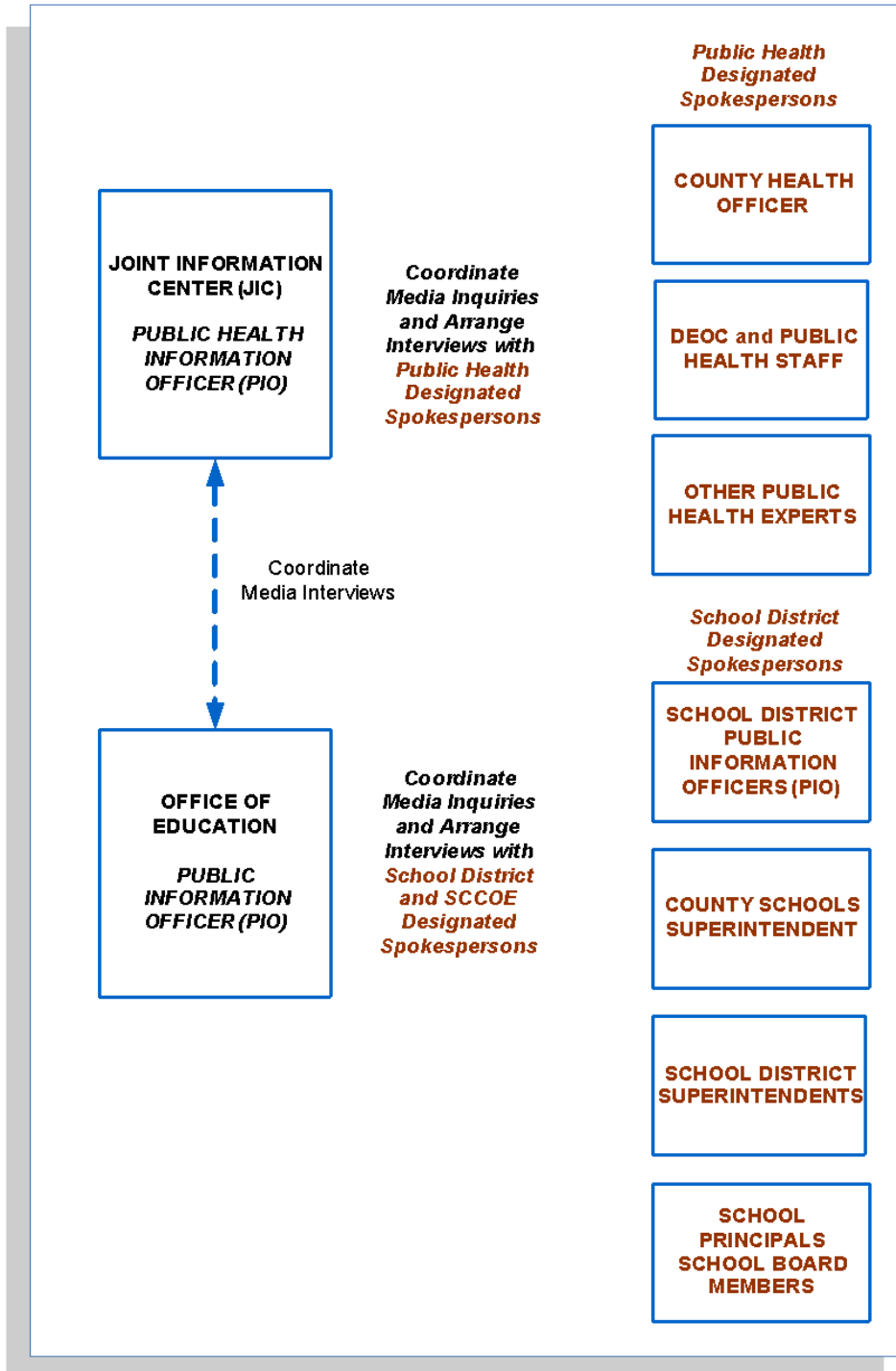
1. In a disease outbreak or pandemic, information materials may include:
 - Letters to parents, teachers and staff with instructions and risk communication information are issued by the Public Health Department's Health Officer.
 - Brochures and other informational materials as identified.
 - Frequently Asked Questions (FAQs) prepared by AC Public Health Department.
 - Disease Fact Sheets prepared by the AC Public Health Department
 - This information can be downloaded and printed from the AC Public Health website, or posted to the School Districts web site.
2. The **AC Public Health Department** is the *primary source of content*. The content distributed by AC Public Health is approved, updated, and incident/disease-specific. The school receives the approved content from Public Health and distributes information via emails, letters, web posting or other distribution vehicles.
3. The School District Nurse obtains approved content from Public Health concerning the disease outbreak and information for parents, teachers and staff.
4. The **Hayward Unified Pandemic Flu Committee** or Public Information Officer assists in preparing content the distribution of information.
5. When the County's Joint Information Center (JIC) is activated, the School District Nurse may receive information for distribution to parents directly from the JIC. The Public Health Department is at the JIC to approve information sent out for use by schools.
6. The School District Nurse maintains contact with the **Public Health CD Nurses**. If the Public Health Department Emergency Operations Center (DEOC) is activated, the Operations Section/Disease Control Group is the point of contact to reach the Public Health CD Nurses.
7. Use the following procedures to obtain approved information from Public Health:
 - a. Go to the AC PH website <http://www.ACgov.org/portal/site/phd/>. Follow links to current information on the disease outbreak or pandemic. In a pandemic influenza outbreak, click the "Flu Button" or the link to information for schools.

- b. Download materials and print or copy them for distribution.
 - c. Set up links to the information on the district or school website and instruct parents to view and download from the website.
 - d. Send alerts by Twitter and Facebook including a link to the information on the Hayward Unified School District or school website.
 - e. Use printed materials or cite links in school meetings with parents.
8. School District Communication Team
- a. The Public Information Officer will convene a **School District Communication Team (Hayward Unified School District Pandemic Flu Committee)** to manage the task of providing information to parents, teachers and staff during response.
 - b. The School District Communication Team members include:
 - *Superintendent, Public Relations Officer, Information Technology, Human Resource, Maintenance and Operations, Transportation, Child Nutrition Services, Business, AAO, and Student Services*
 - c. The School District Communication Team is assigned the following tasks:
 - Monitor updates, assist in the preparation of and distribution of information, print handouts, coordinate with Child Nutrition Services, Transportation Services, District Print Shop, Information Technology, etc.
 - *Information Technology (IT) will set up a generic email account that numerous people can access. Email address needs to be given to Public Health so information can be sent to your school district.*
 - Information materials include only approved, updated and incident/disease-specific content prepared by the AC Public Health Department.
 - Information distribution mechanisms may include: handouts, website postings, posters, Parent Link messaging, etc.
 - o Mailing information to parents and staff
 - o Handouts at school site(s)
 - o Postings to school and school district web sites
 - o Emails
 - o Use of social media and blog sites, including texting, use of Twitter, Facebook, etc.
 - o Informational meetings and conferences
9. The School District Nurse monitors updates from Public Health and provides updated content to the School Communication Team to assist in the preparation of additional letters, information and instructions to parents.
10. The School Principals, PIO, and IT department, assisted by the District Nurse, update the school or District website to post new, updated and approved content from the Public Health Department.

Media Inquiries and Contact

1. In an infectious disease outbreak or pandemic that requires school dismissal (s), the Operational Area EOC may be activated and the County's Joint Information Center (JIC) may be activated.
 2. Media interviews, including school district interviews, are coordinated with the Lead County PIO or Public Health PIO and the Alameda County Office of Education (ACOE) PIO.
 3. The County Office of Education will distribute PIO contact information to school districts.
 4. The ACOE PIO may co-locate at the JIC or send a liaison when the JIC is activated. Or, the ACOE PIO may operate from the ACOE Emergency Response Group at the ACOE offices and establish communication channels and contacts at the JIC
 5. When it is activated, the Joint Information Center (JIC) prepares public information content for schools. Distribution of this information to the schools may come directly from the JIC, the DEOC, or from the ACOE PIO.
-

Media Inquiry and Contact Coordination



School Dismissal

1. **Only the Health Officer can issue an order to dismiss a school, several schools or all schools in the county during a public health emergency.**
2. School District Nurses or school principals cannot dismiss the school based on the on-site assessment of absenteeism or for any other reason. Questions about the need to dismiss a school can be directed to the **Public Health CD Nurse**.
3. The School District Nurse monitors and reports illness and absenteeism to the Public Health CD Nurse.
4. The decision to dismiss a school is communicated from the **Health Officer** to the **County School Superintendent**. The County School District Superintendent communicates the order to the **School District Superintendent**, who then contacts the **School Principal** and **School District Nurse**.
5. When the Public Health Department Emergency Operations Center (DEOC) is activated, School District Nurses continue to get information and advice from the CD Nurses, who are now operating from the DEOC, Disease Control Group.
6. The ACOE PIO may co-locate at the JIC, when it is activated. Or, the ACOE PIO may operate from the ACOE Emergency Response Group at the ACOE.
7. When it is activated, the JIC staff prepares information content used by schools. Distribution to schools may be from the DEOC, the JIC or from the ACOE PIO.
8. Reference the District Safety Plan for additional information

Teacher and Staff Absence

1. The schools report teacher/staff absences in Aesop Absence Tracking System. This is the responsibility of the employees and will be monitored by school office personnel.
2. The Human Resources Department is assigned to recruit substitute teachers.
3. At the school site, infection control equipment suggested for use by the Public Health Department will be provided to substitute teachers, staff and volunteers. This duty is assigned to the School Principal.
4. As part of the surveillance and welfare, Human Resources will contact absent teachers and staff and provide appropriate risk communication material, if required.
5. Human Resources will assign substitute personnel to district schools as available.

Work Policies

Work-related policies for teachers and staff may include a review of the California state-wide Disaster Service Worker policy. County-wide, district level or school policies and procedures related to sick leave, care for family members, etc. may also be reviewed and distributed.

1. The ACOE will distribute information about state-level waivers during emergency response.
2. The District Superintendent will distribute work policies and information applicable within the district.
3. The School Principal/Administration will work with their designated human resource to distribute work related policies and information to teachers and staff.

Continuity of School Operations

1. HUSD is responsible for maintaining continuity of school functions during a prolonged school closure or during periods of increased absence of administrative staff and teachers.
2. Assisted by the Human Resources Department, each school will distribute contract policies addressing teacher and staff absenteeism during a public health emergency, as needed.
3. The AC Office of Education may provide guidance on State and Federal requirements for continuity of school operations including:
 - Policies and procedures regarding pay and benefits for employees.
 - School funding during school dismissals.
 - Federal and State Waivers that impact education during prolonged school dismissal, such as:
 - Requirements for the number of instruction days, amount of instruction time, and length of the school day.
 - Graduation and promotion requirements.
 - Special education requirements.
 - Standardized testing requirements and deadlines.
 - Laws regarding the suspension of contracts.
4. During school re-opening, track the following issues:
 - Guidance regarding assessment of student levels with respect to state academic standards.
 - Guidance for screening and referring students to mental health services.
 - Guidance for assessing students with special needs in reviewing, revising, or creating Individual Education Plans (IEPs).
 - Process and/or function stream to support any necessary remediation, if the school was used for emergency operations.
5. The California Department of Education and Pandemic Influenza Manual provides guidance on:
 - Notification and reporting procedures for student dismissals ordered by local or state health officials.
 - Fiscal impacts of student dismissals ordered by local or state health officials.
 - Accountability and assessment policies during extended student dismissals ordered by local or state health officials.
 - Continuity of education and student services during extended student dismissals ordered by local or state health officials.
 - Impact of pandemic influenza on school facilities, child care, special education, the Healthy Start program, after school programs, curriculum support programs, professional development programs.
 - Distance learning options during extended student dismissals ordered by local or state health officials.

Financial Recovery

The AC Office of Education may provide guidance on State and Federal requirements for continuity of school operations including:

1. Policies and procedures regarding pay and benefits for employees.
2. School funding during school dismissals.
3. Federal and State waivers that impact education during prolonged school dismissal, such as:
 - a. Requirements for the number of instruction days, amount of instruction time, and length of the school day.
 - b. Graduation and promotion requirements.
 - c. Special education requirements.
 - d. Standardized testing requirements and deadlines.
 - e. Laws regarding the suspension of contracts.

The California Department of Education, Pandemic Influenza Manual, 2009 DRAFT, provides guidance on:

1. Notification and reporting procedures for student dismissals ordered by local or state health officials.
2. Fiscal impacts of student dismissals ordered by local or state health officials.
3. Accountability and assessment policies during extended student dismissals ordered by local or state health officials.
4. Continuity of education and student services during extended student dismissals ordered by local or state health officials.
5. Impact of pandemic influenza on school facilities, child care, special education, the Healthy Start program, after school programs, curriculum support programs, professional development program.

APPENDIX

HAYWARD UNIFIED SCHOOL DISTRICT BOARD POLICY REFERENCES

Sexual Harassment

BP 4119.11, 4219.11, 4319.11

Policy 4119.11: Sexual Harassment

Status: ADOPTED



Original Adopted Date: 08/02/1993 | **Last Revised Date:** 03/10/2021 | **Last Reviewed Date:** 03/10/2021

Sexual Harassment

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

Hayward Unified School District (District) and its Governing Board are committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. This applies to all acts related to school activities or school attendance within a school under the jurisdiction of the superintendent of the District. The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Governing Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent, their designee or Title IX Coordinator/Compliance Officer may periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes may be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

Any district employee who feels that they have been sexually harassed in the performance of their district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their site principal or designee, direct supervisor or their designee, another supervisor, a district administrator, the district's Title IX Coordinator, superintendent or designee. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A principal or their designee, supervisor or their designee, administrator or designee who receives a harassment complaint shall promptly, within two days notify the Title IX Coordinator for next steps.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in 1312.3 Uniform Complaint Procedures (UCP)..Once notified, the Title IX Coordinator shall ensure the complaint is addressed through either AR 4119.12/4219.12/4319.12-Title IX Sexual Harassment Compliant Procedures or AR 4030-Nondiscrimination in Employment, as applicable. Because a complaint or allegations that is dismissed or denied under the Title IX compliant procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.The

Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary when appropriate, permitted, or required by law to carry out the investigation or to take other subsequent necessary actions. (2 CCR [11023](#))

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment and their resolution to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|-----------------------|---|
| 2 CCR 11006-11086 | <u>Discrimination in employment</u> |
| 2 CCR 11021 | <u>Discrimination in employment - retaliation</u> |
| 2 CCR 11023 | <u>Harassment and discrimination prevention and correction</u> |
| 2 CCR 11024 | <u>Required training and education on harassment based on sex, gender identity and expression, and sexual orientation</u> |
| 2 CCR 11034 | <u>Terms, conditions, and privileges of employment</u> |
| 5 CCR 4900-4965 | <u>Nondiscrimination in elementary and secondary education programs</u> |
| Ed. Code 200-262.4 | <u>Educational equity; prohibition of discrimination on the basis of sex</u> |
| Gov. Code 12900-12996 | <u>Fair Employment and Housing Act</u> |
| Gov. Code 12940 | <u>Unlawful discriminatory employment practices</u> |
| Gov. Code 12950 | <u>Sexual harassment</u> |
| Gov. Code 12950.1 | <u>Sexual harassment training</u> |
| Lab. Code 1101 | <u>Political activities of employees</u> |
| Lab. Code 1102.1 | <u>Discrimination: sexual orientation</u> |
| Federal | Description |
| 20 USC 1681-1688 | <u>Title IX prohibition against discrimination</u> |
| 34 CFR 106.1-106.9 | <u>Nondiscrimination on the basis of sex in education programs or activities</u> |
| 34 CFR 106.51-106.61 | <u>Nondiscrimination on the basis of sex in employment in education program or activities</u> |

| State | Description |
|-----------------------|--|
| 42 USC 2000e-2000e-17 | <u>Title VII, Civil Rights Act of 1964, as amended</u> |

| Management Resources | Description |
|--|--|
| Court Decision | <u>Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257</u> |
| Court Decision | <u>Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026</u> |
| Court Decision | <u>Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275</u> |
| Court Decision | <u>Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989</u> |
| Court Decision | <u>Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57</u> |
| Court Decision | <u>Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998</u> |
| U.S. Equal Employment Opportunity Com. Publication | <u>Promising Practices for Preventing Harassment, November 2017</u> |
| Website | <u>California Department of Fair Employment and Housing</u> |
| Website | <u>U.S. Department of Education, Office for Civil Rights</u> |
| Website | <u>U.S. Equal Employment Opportunity Commission</u> |
| | Status: ADOPTED |

Regulation 4119.11: Sexual Harassment



Original Adopted Date: 08/02/1993 | **Last Revised Date:** 03/10/2021 | **Last Reviewed Date:** 03/10/2021

Sexual Harassment

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12-Title IX Sexual Harassment Compliant Procedures and California Education Code [234.1](#), as well as to oversee, investigate and resolve sexual harassment complaints processed under AR 4030. The coordinator/compliance officer(s) may be contacted at:

Dr. Michelle Perez
 24411 Amador St.
 Hayward, CA 94544
 (510) 784-2600

amperez@husd.k12.ca.us

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code [212.5](#); Government Code [12940](#); 2 CCR 11034)

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

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements
4. Electronic communications or any social media containing comments, words, or images described above

Training

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

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code [12926](#))

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment
2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies for preventing harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware

6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and/or hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation
13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and others in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units and applicants for employment the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall: (Education Code [231.5](#))

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)
5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code [12950](#))

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR [11021](#) for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030-Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|-----------------------|---|
| 2 CCR 11006-11086 | <u>Discrimination in employment</u> |
| 2 CCR 11021 | <u>Discrimination in employment - retaliation</u> |
| 2 CCR 11023 | <u>Harassment and discrimination prevention and correction</u> |
| 2 CCR 11024 | <u>Required training and education on harassment based on sex, gender identity and expression, and sexual orientation</u> |
| 2 CCR 11034 | <u>Terms, conditions, and privileges of employment</u> |
| 5 CCR 4900-4965 | <u>Nondiscrimination in elementary and secondary education programs</u> |
| Ed. Code 200-262.4 | <u>Educational equity; prohibition of discrimination on the basis of sex</u> |
| Gov. Code 12900-12996 | <u>Fair Employment and Housing Act</u> |
| Gov. Code 12940 | <u>Unlawful discriminatory employment practices</u> |
| Gov. Code 12950 | <u>Sexual harassment</u> |
| Gov. Code 12950.1 | <u>Sexual harassment training</u> |
| Lab. Code 1101 | <u>Political activities of employees</u> |
| Lab. Code 1102.1 | <u>Discrimination: sexual orientation</u> |
| Federal | Description |
| 20 USC 1681-1688 | <u>Title IX prohibition against discrimination</u> |

| Federal | Description |
|-----------------------|---|
| 34 CFR 106.1-106.9 | <u>Nondiscrimination on the basis of sex in education programs or activities</u> |
| 34 CFR 106.51-106.61 | <u>Nondiscrimination on the basis of sex in employment in education program or activities</u> |
| 42 USC 2000e-2000e-17 | <u>Title VII, Civil Rights Act of 1964, as amended</u> |

| Management Resources | Description |
|--|--|
| Court Decision | <u>Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257</u> |
| Court Decision | <u>Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026</u> |
| Court Decision | <u>Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275</u> |
| Court Decision | <u>Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989</u> |
| Court Decision | <u>Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57</u> |
| Court Decision | <u>Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998</u> |
| U.S. Equal Employment Opportunity Com. Publication | <u>Promising Practices for Preventing Harassment, November 2017</u> |
| Website | <u>California Department of Fair Employment and Housing</u> |
| Website | <u>U.S. Department of Education, Office for Civil Rights</u> |
| Website | <u>U.S. Equal Employment Opportunity Commission</u> |

SEXUAL HARASSMENT INFORMATION SHEET

Definition

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 when

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

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

1. Suggestive or obscene letters, notes or invitations.
2. Derogatory comments such as sexual jokes, remarks, question, teasing, leering or gestures.
3. Touching, petting, pinching, impeding or blocking movement.
4. Display of sexually suggestive objects, such as pictures, cartoons and posters that are offensive to other employees.
5. Continuing to express sexual interest after being informed that the interest is unwelcome.
6. Leering, sexual flirtations or propositions.
7. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
8. Requesting sexual favors accompanied by reprisal, threat of reprisal or implied threat of reprisal following a negative response. For example, implying or actually withholding support for an appointment, promotion or change of assignment; suggesting a poor performance report will be prepared or suggesting probation will be failed.
9. Engaging in implicit or explicit coercive sexual behavior, which is used to control influence or affect the career, salary and/or work environment of another employee.
10. Offering favors or employment benefits such as promotions, favorable performance evaluations or recommendations; favorable assigned duties or work shifts in exchange for sexual favors.
11. Graphic verbal comments about an individual's body, or overly personal conversation, spreading sexual rumors, making sexual jokes, stories, drawings, pictures or gestures.
12. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Procedures

If you believe that you are or have been a victim of sexual harassment take the following action. You may ask the Assistant Superintendent, Personnel/Designee or an officer of your bargaining unit to assist you in taking the following action:

1. Prompt appropriate action may stop incidents of sexual harassment: therefore you should at least initially tell the offending individual that his or her behavior is unwelcome, offensive or inappropriate.
2. If talking to the offending individual is not effective inform your site administrator, supervisor, department head or division head of the incident(s) and describe what took place. Ask that person to tell you specifically what action he/she will take to remedy the situation.
3. If the individual harassing you is your direct supervisor, take your complaint directly to your site administrator or department head.
4. If no action from management is forthcoming within a reasonable time, bring your complaint in writing to the Assistant Superintendent, Personnel/Designee.
5. The Assistant Superintendent, Personnel/Designee will investigate the complaint in accordance with the district's Uniform Complaint Procedures (BP/AR 1312.3) Your written complaint should be submitted to the Assistant Superintendent/Designee within 30 calendar days of the incident in order to facilitate investigation and appropriate response. The complaint shall include a written account of what occurred, including a description of the incident(s), the names of other persons, if any, who were present, and the signature of the complainant.
6. When the Assistant Superintendent, Personnel/Designee has completed this investigation, he/she shall notify the Title IX Coordinator or designee of the result and recommendation for action, if any.
7. The Title IX Coordinator, the Human Resources Department or designee will notify you of the results of the investigation and what action, if any, will be taken.
8. This procedure does not preempt the employee's right to remedy through other lawful means.

Responsibility of Site Administrator/Department Heads

When a complaint of sexual harassment is received from one of your employees, take the following actions:

1. As soon as possible and in accordance with the Uniform Complaint Procedures get as complete a statement as possible of what took place, when and where it happened, who was involved, and who

witnessed the incident and, write it down. Provide employee with a copy of BP and AR 4119.11 and the Uniform Complaint Procedures, have the employee sign that he/she has received it.

2. Notify the Title IX Coordinator, Assistant Superintendent, Human Resources Department or Personnel/Designee and, if necessary, seek advice and assistance.

3. The investigation process shall include, but is not limited to the following:

a. shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

b. utilize the same timeline as stated in the UCP (1312.3). The complainant shall have the same appeal process as stated in the UPC. All forms created relative to this process shall be translated pursuant to EC

48985.

4. Call in the accused and describe the alleged incident(s). Get the accused employee's side of the story. Document this conversation. Provide employee with a copy of the BP and AR 4119.11 and the Uniform Complaint Procedures, and have the employee sign that he/she received it.

5. Contact any witnesses and get their description of the incident(s). Document these conversations.

6. If you cannot clearly establish that the events took place as originally described by the complaining employee, still explain the district's policy on sexual harassment and the specific consequences for such behavior. Make it clear that harassment will not be tolerated.

7. If there is sufficient evidence that the incident(s) occurred as originally described, take immediate action. Discipline (warning, suspension, or discharge) should be given out on a case-by-case basis depending on the severity of the incident(s). Inform the accused employee that further incidences of harassment will lead to more severe disciplinary action.

8. Document all conversations with the accused employee and any action taken. Submit copies of all such documentation to the Human Resources Department for inclusion in the employee's personnel file if appropriate, following the procedure for placing information in file.

A complaint can be submitted in writing or via email, it does not have to be on an official form.

Hayward Unified School District Sexual Harassment Complaint Form To:

From: Name/School/Department

1. Identify the respondent(s) against whom your complaint is made.

2. Describe the incident(s), or event(s), date(s), time(s), and locations that led to your complaint.

3. Give specific examples of offensive conduct (If more space is required, please attach additional pages)

4. Do you have any physical evidence (pictures, videos, texts, notes, etc) that support your complaint?

5. What did you or others do to try to resolve the issue? What was the outcome?

6. What remedy are you seeking?

Your Signature:

Date:

Board Policy

Bullying

Policy
5131.2: Bullying

Status: ADOPTED



Original Adopted Date: 12/12/2018 | **Last Revised**
Date: 02/24/2021 |
Last Reviewed Date: 02/24/2021

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

No individual or group shall, through physical, written, verbal, visual or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student, group or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

(cf. [5145.2](#) - Freedom of Speech/Expression) (cf. [6163.4](#) - Student Use of Technology)The Superintendent or designee shall develop strategies for addressing bullying in district schools with involvement of key stakeholders, including students, parents/guardians, and staff. 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 effective strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Such strategies shall be incorporated into the comprehensive safety plan, and to the extent possible, into 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. [0460](#) - Local Control and Accountability Plan) (cf. [1220](#) - Citizen Advisory Committees)
(cf. [6020](#) - Parent Involvement)

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

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

(cf. [1400](#) - Relations Between Other Governmental Agencies and Schools)
(cf. [5137](#) - Positive School Climate)

(cf. [6142.8](#) - Comprehensive Health Education) (cf. [6142.94](#) - History-Social Science Instruction)

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development) (cf. [4331](#) - Staff Development)

(cf. [6164.2](#) - Guidance/Counseling Services)

The principal or principal's designee at each school shall be responsible for receiving complaints alleging violations of this policy. All staff is expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of bullying or harassing behavior, to immediately intervene, call for assistance, and report such incidents. The Board requires that staff follow district and school procedures for reporting alleged acts of bullying and take all necessary action to protect the victim of bullying. All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy.

(cf. [1312.3](#) - Uniform Complaint Procedures)

(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. [4118](#) - Dismissal/Suspension/Disciplinary Action) (cf. [4119.21/4219.21/4319.21](#) - Professional Standards) (cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|------------------------|--|
| 5 CCR 4600-4670 | <u>Uniform complaint procedures</u> |
| Ed. Code 200-262.4 | <u>Educational equity; prohibition of discrimination on the basis of sex</u> |
| Ed. Code 32282 | <u>School safety plans</u> |
| Ed. Code 32283.5 | <u>Bullying; online training</u> |
| Ed. Code 35181 | <u>Governing board authority to set policy on responsibilities of students</u> |
| Ed. Code 35291-35291.5 | <u>Rules</u> |
| Ed. Code 46600 | <u>Student transfers</u> |
| Ed. Code 48900-48925 | <u>Suspension and expulsion</u> |
| Ed. Code 48985 | <u>Translation of notices</u> |
| Ed. Code 52060-52077 | <u>Local control and accountability plan</u> |
| Pen. Code 422.55 | <u>Definition of hate crime</u> |

| | |
|-----------------|--|
| Pen. Code 647 | <u>Use of camera or other instrument to invade person's privacy; misdemeanor</u> |
| Pen. Code 647.7 | <u>Use of camera or other instrument to invade person's privacy; punishment</u> |
| Pen. Code 653.2 | <u>Electronic communication devices, threats to safety</u> |
| Federal | Description |
| 28 CFR 35.107 | <u>Nondiscrimination on basis of disability; complaints</u> |
| 34 CFR 104.7 | <u>Designation of responsible employee for Section 504</u> |
| 34 CFR 106.8 | <u>Designation of responsible employee for Title IX</u> |
| 34 CFR 110.25 | <u>Notification of nondiscrimination on the basis of age</u> |
| 47 USC 254 | <u>Universal service discounts (E-rate)</u> |

| | |
|--|--|
| Management Resources | Description |
| CA Office of the Attorney General Publication | <u>Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018</u> |
| California Department of Education Publication | <u>Bullying at School, 2003</u> |
| California Department of Education Publication | <u>Bullying Module</u> |
| California Department of Education Publication | <u>California's Social and Emotional Learning: Guiding Principles, 2018</u> |
| California Department of Education Publication | <u>Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008</u> |
| California Department of Education Publication | <u>Social and Emotional Learning in California: A Guide to Resources, 2018</u> |
| Court Decision | <u>J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094</u> |
| Court Decision | <u>Lavine v. Blaine School District, (2002) 279 F.3d 719</u> |
| Court Decision | <u>Wynar v. Douglas County School District, (2013) 728 F.3d 1062</u> |
| CSBA Publication | <u>Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012</u> |
| CSBA Publication | <u>Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009</u> |

| Management Resources | Description |
|---|--|
| CSBA Publication | <u>Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010</u> |
| CSBA Publication | <u>Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014</u> |
| CSBA Publication | <u>Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011</u> |
| CSBA Publication | <u>Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014</u> |
| U.S. DOE Office for Civil Rights Publication | <u>Guidance to America's Schools: Bullying of Students with Disabilities, October 2014</u> |
| U.S. DOE Office for Civil Rights Publication | <u>Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014</u> |
| U.S. DOE Office for Civil Rights Publication | <u>Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on Basis of Sex, Race, Color, Oct 2010</u> |
| U.S. DOE, Office for Civil Rights Publication | <u>Dear Colleague Letter: Harassment and Bullying, October 2010</u> |
| Website | <u>National School Safety Center</u> |
| Website | <u>Partnership for Children and Youth</u> |
| Website | <u>Center on Great Teachers and Leaders</u> |
| Website | <u>Collaborative for Academic Social and Emotional Learning</u> |
| Website | <u>Common Sense Media</u> |
| Website | <u>California Department of Education, Safe Schools</u> |
| Website | <u>California Office of the Attorney General</u> |
| Website | <u>CSBA</u> |
| Website | <u>U.S. Department of Education</u> |

Board Policy

Bullying



Original Adopted Date: 11/14/2012 | **Last Revised Date:** 02/24/2021 | **Last Reviewed Date:** 02/24/2021

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

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

Upon notice of actual or potential prohibited conduct, all district employees and volunteers are directed to intervene and prevent prohibited conduct when appropriate and safe to do so or to immediately seek assistance. The district employee or volunteer shall also promptly give notice of the incident to the Site Administrator or their designee, who shall promptly investigate the incident and determine whether discipline, remedial assistance, or other actions should be taken in keeping with district policies.

No individual reporting potentially prohibited conduct, or participating in any subsequent investigatory or administrative process, shall be subject to retaliation by the district or its employees, who shall also endeavor to take reasonable actions to prevent further prohibited conduct targeting the student.

The district and its school sites will work toward providing an orderly, caring, civil, and nondiscriminatory learning environment that prohibits acts of harassment or bullying behavior. Administrators, faculty, staff, parents, students and volunteers are expected at all times to actively demonstrate appropriate behavior, treating others with civility and respect, and promoting an inclusive atmosphere that models expected student behavior.

Information and Resources

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all the references described in Education Code 234.6 as possible forums for social media, including:
 - o (A) Internet websites with free registration and ease of registration.
 - o (B) Internet websites offering peer-to-peer instant messaging.
 - o (C) Internet websites offering comment forums or sections.
 - o (D) Internet websites offering image or video posting platforms.
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, race or ethnicity, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

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 - Uniform Complaint Procedures or, if applicable, the Sexual Harassment Complaint Procedure identified in AR 5145.71. The student who is

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 and initiate an investigation of the incident, taking immediate interim steps to protect the reported victim and witnesses of bullying incidents; notify parents/guardians of the students involved of the report and of the status of the investigation; and develop a preliminary response and action plan intended to best protect the interests of the targeted or potentially targeted students,

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.

Retaliation against a student because the student has filed a bullying complaint or assisted or participated in a bullying or harassment investigation or proceeding is prohibited. Any student who is found to have retaliated against another in violation of this policy shall be subject to disciplinary measures up to and including suspension and expulsion.

If a student or parent/guardian is unsatisfied with the school's decision or response to a bullying report, they may initiate a complaint to the school district in accordance with the district's Uniform Complaint Procedure.

Discipline/Corrective Actions

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

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee may contact law enforcement.

Support Services

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

When investigating and responding to a bullying complaint, supports and interventions must be personalized and individualized to the specific circumstances and designed to meet the needs of the student. Supports could include, but are not limited to, counseling, regular check-ins with an identified safe adult, safe paths of travel plan, supportive peer activities, etc.

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law

enforcement.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|------------------------|--|
| 5 CCR 4600-4670 | <u>Uniform complaint procedures</u> |
| Ed. Code 200-262.4 | <u>Educational equity; prohibition of discrimination on the basis of sex</u> |
| Ed. Code 32282 | <u>School safety plans</u> |
| Ed. Code 32283.5 | <u>Bullying; online training</u> |
| Ed. Code 35181 | <u>Governing board authority to set policy on responsibilities of students</u> |
| Ed. Code 35291-35291.5 | <u>Rules</u> |
| Ed. Code 46600 | <u>Student transfers</u> |
| Ed. Code 48900-48925 | <u>Suspension and expulsion</u> |
| Ed. Code 48985 | <u>Translation of notices</u> |
| Ed. Code 52060-52077 | <u>Local control and accountability plan</u> |
| Pen. Code 422.55 | <u>Definition of hate crime</u> |
| Pen. Code 647 | <u>Use of camera or other instrument to invade person's privacy; misdemeanor</u> |
| Pen. Code 647.7 | <u>Use of camera or other instrument to invade person's privacy; punishment</u> |
| Pen. Code 653.2 | <u>Electronic communication devices, threats to safety</u> |
| Federal | Description |
| 28 CFR 35.107 | <u>Nondiscrimination on basis of disability; complaints</u> |
| 34 CFR 104.7 | <u>Designation of responsible employee for Section 504</u> |
| 34 CFR 106.8 | <u>Designation of responsible employee for Title IX</u> |
| 34 CFR 110.25 | <u>Notification of nondiscrimination on the basis of age</u> |
| 47 USC 254 | <u>Universal service discounts (E-rate)</u> |

| Management Resources | Description |
|--|--|
| CA Office of the Attorney General Publication | <u>Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018</u> |
| California Department of Education Publication | <u>Bullying at School, 2003</u> |
| California Department of Education Publication | <u>Bullying Module</u> |
| California Department of Education Publication | <u>California's Social and Emotional Learning: Guiding Principles, 2018</u> |
| California Department of Education Publication | <u>Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008</u> |
| California Department of Education Publication | <u>Social and Emotional Learning in California: A Guide to Resources, 2018</u> |
| Court Decision | <u>J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094</u> |
| Court Decision | <u>Lavine v. Blaine School District, (2002) 279 F.3d 719</u> |
| Court Decision | <u>Wynar v. Douglas County School District, (2013) 728 F.3d 1062</u> |
| CSBA Publication | <u>Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012</u> |
| CSBA Publication | <u>Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009</u> |
| CSBA Publication | <u>Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010</u> |
| CSBA Publication | <u>Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014</u> |
| CSBA Publication | <u>Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011</u> |
| CSBA Publication | <u>Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014</u> |
| U.S. DOE Office for Civil Rights Publication | <u>Guidance to America's Schools: Bullying of Students with Disabilities, October 2014</u> |
| U.S. DOE Office for Civil Rights Publication | <u>Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014</u> |

Management Resources

U.S. DOE Office for Civil Rights Publication

U.S. DOE, Office for Civil Rights Publication

Website

Website

Website

Website

Website

Website

Website

Website

Website

Description

[Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on Basis of Sex, Race, Color, Oct 2010](#)

[Dear Colleague Letter: Harassment and Bullying, October 2010](#)

[National School Safety Center](#)

[Partnership for Children and Youth](#)

[Center on Great Teachers and Leaders](#)

[Collaborative for Academic Social and Emotional Learning](#)

[Common Sense Media](#)

[California Department of Education, Safe Schools](#)

[California Office of the Attorney General](#)

[CSBA](#)

[U.S. Department of Education](#)

Board Policy

Dress and Grooming

Policy 5132:

Status: ADOPTED

Dress And Grooming

Original Adopted Date: 07/06/1992 | **Last Revised Date:** 11/13/2103

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board 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.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

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.

(cf. 5144 - Discipline)

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 for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

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 for approval. The Board 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.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|------------------|---|
| Ed. Code 212.1 | <u>Nondiscrimination based on race or ethnicity</u> |
| Ed. Code 220 | <u>Prohibition of discrimination</u> |
| Ed. Code 32281 | <u>School safety plans</u> |
| Ed. Code 35183 | <u>School dress code; uniforms</u> |
| Ed. Code 35183.5 | <u>Sun-protective clothing</u> |
| Ed. Code 48907 | <u>Exercise of free expression; rules and regulations</u> |
| Ed. Code 49066 | <u>Grades; effect of physical education class apparel</u> |

| Management Resources | Description |
|----------------------|---|
| Court Decision | <u>Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251</u> |
| Court Decision | <u>Harper v. Poway Unified School District, (2006) 445 App. 3d 166</u> |
| Court Decision | <u>Hazelwood School District v. Kuhlmeier, (1988) 108 S. Ct. 562</u> |

| State | Description |
|------------------|---|
| Court Decision | <u>Jacobs v. Clark County School District, (2008) 26 F. 3d 419</u> |
| Court Decision | <u>Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459</u> |
| Court Decision | <u>Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503</u> |
| Court Decision | <u>Hartzell v. Connell, (1984) 35 Cal. 3d 899</u> |
| Cross References | |

| Code | Description |
|-------------|---|
| 0450 | <u>Comprehensive Safety Plan</u> |
| 0450 | <u>Comprehensive Safety Plan</u> |
| 5020 | <u>Parent Rights And Responsibilities</u> |
| 5020 | <u>Parent Rights And Responsibilities</u> |
| 5121 | <u>Grades/Evaluation Of Student Achievement</u> |
| 5131 | <u>Conduct</u> |
| 5131 | <u>Conduct</u> |
| 5136 | <u>Gangs</u> |
| 5136 | <u>Gangs</u> |
| 5144 | <u>Discipline</u> |
| 5144 | <u>Discipline</u> |
| 5145.2 | <u>Freedom Of Speech/Expression</u> |
| 5145.2 | <u>Freedom Of Speech/Expression</u> |
| 5145.3 | <u>Nondiscrimination/Harassment</u> |
| 5145.3 | <u>Nondiscrimination/Harassment</u> |
| 5145.6 | <u>Parental Notifications</u> |
| 5145.6-E(1) | <u>Parental Notifications</u> |
| 5145.7 | <u>Sexual Harassment</u> |
| 5145.7 | <u>Sexual Harassment</u> |
| 5145.7-E(1) | <u>Sexual Harassment</u> |
| 6173 | <u>Education For Homeless Children</u> |
| 6173 | <u>Education For Homeless Children</u> |
| 6173-E(1) | <u>Education For Homeless Children</u> |
| 6173.1 | <u>Education For Foster Youth</u> |

| Code | Description |
|--------|-----------------------------------|
| 6173.1 | <u>Education For Foster Youth</u> |
| 6175 | <u>Migrant Education Program</u> |
| 6175 | <u>Migrant Education Program</u> |

Board Policy

Child Abuse Prevention and Reporting

Policy 5141.4: Child Abuse Prevention And Reporting

Status: ADOPTED

Original Adopted Date: 08/03/1992 | **Last Revised Date:** 09/16/2015

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1020 - Youth Services)
 (cf. 5141.6 - School Health Services)
 (cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Prevention

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and the techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach them how to obtain help and disclose incidents of abuse.

(cf. 6142.8 - Comprehensive Health Education)
 (cf. 6143 - Courses of Study)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)
 (cf. 0450 - Comprehensive Safety Plan)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. The Superintendent or designee shall provide yearly training regarding the reporting duties of mandated reporters.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|-------------------------|---|
| 5 CCR 4650 | <u>Filing complaints with CDE, special education students</u> |
| Ed. Code 32280-32289 | <u>School safety plans</u> |
| Ed. Code 33195 | <u>Heritage schools, mandated reporters</u> |
| Ed. Code 33308.1 | <u>Guidelines on procedure for filing child abuse complaints</u> |
| Ed. Code 44252 | <u>Teacher credentialing</u> |
| Ed. Code 44691 | <u>Staff development in the detection of child abuse and neglect</u> |
| Ed. Code 44807 | <u>Teachers' duty concerning conduct of students</u> |
| Ed. Code 48906 | <u>Notification when student released to peace officer</u> |
| Ed. Code 48987 | <u>Dissemination of reporting guidelines to parents</u> |
| Ed. Code 49001 | <u>Prohibition of corporal punishment</u> |
| Ed. Code 51220.5 | <u>Parenting skills education</u> |
| Ed. Code 51900.6 | <u>Sexual abuse and sexual assault awareness and prevention</u> |
| Pen. Code 11164-11174.3 | <u>Child Abuse and Neglect Reporting Act</u> |
| Pen. Code 152.3 | <u>Duty to report murder, rape, or lewd or lascivious act</u> |
| Pen. Code 273a | <u>Willful cruelty or unjustifiable punishment of child; endangering life or health</u> |
| Pen. Code 288 | <u>Definition of lewd or lascivious act requiring reporting</u> |
| W&I Code 15630-15637 | <u>Dependent adult abuse reporting</u> |
| Federal | Description |
| 42 USC 11434a | <u>McKinney-Vento Homeless Assistance Act; definitions</u> |

| Management Resources | Description |
|--|--|
| California Department of Education Publication | <u>Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve</u> |
| California Department of Education Publication | <u>Health Framework for California Public Schools, Kindergarten Through Grade Twelve</u> |
| Court Decision | <u>Camreta v. Greene (2011) 131 S.Ct. 2020</u> |
| Website | <u>California Department of Social Services, Children and Family Services Division</u> |
| Website | <u>U.S. Department of Health and Human Services, Child Welfare Information Gateway</u> |
| Website | <u>California Attorney General's Office, Suspected Child Abu</u> |

Board Policy

Suspension and Expulsion/Due Process

Policy 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 08/03/1992 | **Last Revised**

Date: 06/23/2021 | **Last Reviewed Date:** 06/23/2021

The Governing Board is committed to providing a safe, supportive, and positive school environment conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for addressing student behavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and supporting student behavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and responses for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for support of student behavior shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Responses to student behavior that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of addressing the behavior have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to address student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists unsafe/harmful behavior and the responses for each as allowed by law.

The administrative staff at each school may develop behavior expectations to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school behavior expectations for consistency with Board policy and state law. Site-level behavior expectations shall be included in the district's comprehensive safety plan. (Education Code 35291.5, 32282)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When unsafe/harmful behavior occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate supportive responses. When choosing between different prevention and response strategies, staff shall consider the effect of each option on the student's health and opportunity to learn.

Staff shall enforce disciplinary rules equitably, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the prevention and response strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills and their consistent, equitable application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of every school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning .

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|----------------------|--|
| CCP. 1985-1997 | <u>Production of evidence: means of production</u> |
| Civ. Code 47 | <u>Privileged communication</u> |
| Civ. Code 48.8 | <u>Defamation liability</u> |
| Ed. Code 17292.5 | <u>Program for expelled students</u> |
| Ed. Code 1981-1981.5 | <u>Enrollment of students in community school</u> |
| Ed. Code 212.5 | <u>Sexual harassment</u> |
| Ed. Code 233 | <u>Hate violence</u> |
| Ed. Code 32261 | <u>Interagency School Safety Demonstration Act of 1985</u> |

| State | Description |
|-----------------------|---|
| Ed. Code 35145 | <u>Open board meetings</u> |
| Ed. Code 35146 | <u>Closed sessions regarding suspensions</u> |
| Ed. Code 35291 | <u>Rules (for government and discipline of schools)</u> |
| Ed. Code 35291.5 | <u>Rules and procedures on school discipline</u> |
| Ed. Code 48645.5 | <u>Readmission; contact with juvenile justice system</u> |
| Ed. Code 48660-48666 | <u>Community day schools</u> |
| Ed. Code 48853.5 | <u>Foster youth</u> |
| Ed. Code 48900-48927 | <u>Suspension and expulsion</u> |
| Ed. Code 48950 | <u>Speech and other communication</u> |
| Ed. Code 48980 | <u>Parental notifications</u> |
| Ed. Code 49073-49079 | <u>Privacy of student records</u> |
| Ed. Code 52052 | <u>Numerically significant student subgroups</u> |
| Ed. Code 52060-52077 | <u>Local control and accountability plan</u> |
| Ed. Code 64000-64001 | <u>Consolidated application</u> |
| Ed. Code 8239.1 | <u>Prohibition against expulsion of preschool student</u> |
| Gov. Code 11455.20 | <u>Contempt</u> |
| Gov. Code 54950-54963 | <u>The Ralph M. Brown Act</u> |
| H&S Code 11014.5 | <u>Drug paraphernalia</u> |
| H&S Code 11053-11058 | <u>Standards and schedules</u> |
| Lab. Code 230.7 | <u>Employee time off to appear in school on behalf of a child</u> |
| Pen. Code 240 | <u>Assault defined</u> |
| Pen. Code 241.2 | <u>Assault fines</u> |
| Pen. Code 242 | <u>Battery defined</u> |
| Pen. Code 243.2 | <u>Battery on school property</u> |
| Pen. Code 243.4 | <u>Sexual battery</u> |
| Pen. Code 245 | <u>Assault with deadly weapon</u> |
| Pen. Code 245.6 | <u>Hazing</u> |
| Pen. Code 261 | <u>Rape defined</u> |
| Pen. Code 266c | <u>Unlawful sexual intercourse</u> |
| Pen. Code 286 | <u>Sodomy defined</u> |

Pen. Code 288
 Pen. Code 288a
 Pen. Code 289
 Pen. Code 31
 Pen. Code 417.27
 Pen. Code 422.55
 Pen. Code 422.6
 Pen. Code 422.7
 Pen. Code 422.75
 Pen. Code 626.10
 Pen. Code 626.2

 Pen. Code 626.9
 Pen. Code 868.5

 W&I Code 729.6

Federal

18 USC 921
 20 USC 1415(K)
 20 USC 7961
 42 USC 11432-11435

Management Resources

Attorney General Opinion
 Attorney General Opinion
 Attorney General Opinion
 Attorney General Opinion
 Court Decision

 Court Decision

 Court Decision

Lewd or lascivious acts with child under age 14
Oral copulation
Penetration of genital or anal openings
Principal of a crime, defined
Laser pointers
Definition of hate crime
Civil rights; crimes
Aggravating factors for punishment
Enhanced penalties for hate crimes
Dirks, daggers, knives, razors, or stun guns
Entry upon campus after written notice of suspension or dismissal without permission
Gun-Free School Zone Act of 1995
Supporting person; attendance during testimony of witness
Counseling

Description

Definitions, firearm
Placement in alternative educational setting
Gun-free schools
Education of homeless children and youths

Description

80 Ops.Cal.Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
84 Ops.Cal.Atty.Gen. 146 (2001)
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

| | |
|---|---|
| Court Decision | <u>John A. v. San Bernardino School District (1982) 33 Cal. 3d 301</u> |
| Court Decision | <u>T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267</u> |
| Court Decision | <u>Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421</u> |
| U.S. DOE, Office for Civil Rights Publication | <u>Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014</u> |
| Website | <u>U.S. Department of Education, Office for Civil Rights</u> |
| Website | <u>U.S. Department of Education, Office of Safe and Healthy Students</u> |
| Website | <u>California Attorney General's Office</u> |
| Website | <u>California Department of Education</u> |
| Website | <u>CSBA</u> |

Notice

Description

Unique Policy

[This policy is unique to the district/COE and is not connected to an existing CSBA sample policy or included in regular quarterly updates from CSBA.](#)

Board Policy

Discipline

Status: ADOPTED

Original Adopted Date: 08/03/1992 | Last Revised Date: 06/23/2021 | Last Reviewed Date: 06/23/2021

The Governing Board is committed to providing a safe, supportive, and positive school environment conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for addressing student behavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and supporting student behavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and responses for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for support of student behavior shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Responses to student behavior that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of addressing the behavior have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to address student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists unsafe/harmful behavior and the responses for each as allowed by law.

The administrative staff at each school may develop behavior expectations to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school behavior expectations for consistency with Board policy and state law. Site-level behavior expectations shall be included in the district's comprehensive safety plan. (Education Code 35291.5, 32282)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When unsafe/harmful behavior occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate supportive responses. When choosing between different prevention and response strategies, staff shall consider the effect of each option on the student's health and opportunity to learn.

Staff shall enforce disciplinary rules equitably, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the prevention and response strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills and their consistent, equitable application, effective

accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of every school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning .

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| State | Description |
|--------------------------|---|
| 5 CCR 307 | <u>Participation in school activities until departure of bus</u> |
| 5 CCR 353 | <u>Detention after school</u> |
| Civ. Code 1714.1 | <u>Liability of parent or guardian for act of willful misconduct by a minor</u> |
| Ed. Code 32280-32289 | <u>School safety plans</u> |
| Ed. Code 35146 | <u>Closed sessions</u> |
| Ed. Code 35291 | <u>Rules</u> |
| Ed. Code 35291.5-35291.7 | <u>School-adopted discipline rules</u> |
| Ed. Code 37223 | <u>Weekend classes</u> |
| Ed. Code 44807.5 | <u>Restriction from recess</u> |
| Ed. Code 48900-48926 | <u>Suspension and expulsion</u> |
| Ed. Code 48980-48985 | <u>Notification of parents/guardians</u> |
| Ed. Code 49005-49006.4 | <u>Seclusion and restraint</u> |
| Ed. Code 49330-49335 | <u>Injurious objects</u> |
| Ed. Code 49550-49564.5 | <u>Meals for needy students</u> |
| Ed. Code 52060-52077 | <u>Local control and accountability plan</u> |
| Federal | Description |
| 20 USC 1400-1482 | <u>Individuals with Disabilities Education Act</u> |
| 29 USC 794 | <u>Rehabilitation Act of 1973, Section 504</u> |
| 42 USC 1751-1769j | <u>School Lunch Program</u> |
| 42 USC 1773 | <u>School Breakfast Program</u> |

| Management Resources | Description |
|---|--|
| California Dept of Education Program Advisories | <u>Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000</u> |
| CSBA Publication | <u>Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015</u> |
| CSBA Publication | <u>The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014</u> |
| CSBA Publication | <u>Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009</u> |
| CSBA Publication | <u>Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014</u> |
| CSBA Publication | <u>Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011</u> |
| U.S. DOE, Office for Civil Rights Publication | <u>Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014</u> |
| Website | <u>Public Counsel</u> |
| Website | <u>U.S. Department of Education, Office for Civil Rights</u> |
| Website | <u>California Department of Education</u> |
| Website | <u>CSBA</u> |

Board Policy

Non-discrimination/ Harassment

Policy 5145.3: Nondiscrimination/Harassment

Status: ADOPTED

Original Adopted
Date: 12/12/2018

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.6 - Identification and Education Under Section 504)

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which has an impact or create a hostile environment at school.

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

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

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the

requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 1330 - Use of Facilities)
- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)
- (cf. 6145 - Extracurricular and Cocurricular Activities)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6164.2 - Guidance/Counseling Services)

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

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

- (cf. 4118 - Dismissal/Suspension/Disciplinary Action)
- (cf. 4119.21/4219.21/4319.21 - Professional Standards)
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)
- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

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

- (cf. 3580 - District Records)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|-----------------|---|
| 5 CCR 432 | <u>Student records</u> |
| 5 CCR 4600-4670 | <u>Uniform complaint procedures</u> |
| 5 CCR 4900-4965 | <u>Nondiscrimination in elementary and secondary education programs</u> |

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| Civ. Code 1714.1 | <u>Liability of parent or guardian for act of willful misconduct by a minor</u> |
| Ed. Code 200-262.4 | <u>Educational equity; prohibition of discrimination on the basis of sex</u> |
| Ed. Code 48900.3 | <u>Suspension or expulsion for act of hate violence</u> |
| Ed. Code 48900.4 | <u>Suspension or expulsion for threats or harassment</u> |
| Ed. Code 48904 | <u>Liability of parent/guardian for willful student misconduct</u> |
| Ed. Code 48907 | <u>Exercise of free expression; rules and regulations</u> |
| Ed. Code 48950 | <u>Speech and other communication</u> |
| Ed. Code 48985 | <u>Translation of notices</u> |
| Ed. Code 49020-49023 | <u>Athletic programs</u> |
| Ed. Code 49060-49079 | <u>Student records</u> |
| Ed. code 49060-49079 | <u>Student records</u> |
| Ed. Code 51500 | <u>Prohibited instruction or activity</u> |
| Ed. Code 51501 | <u>Prohibited means of instruction</u> |
| Ed. Code 60044 | <u>Prohibited instructional materials</u> |
| Gov. Code 11135 | <u>Nondiscrimination in programs or activities funded by state</u> |
| Pen. Code 422.55 | <u>Definition of hate crime</u> |
| Pen. Code 422.6 | <u>Civil rights; crimes</u> |
| Federal | Description |
| 20 USC 1681-1688 | <u>Title IX of the Education Amendments of 1972</u> |
| 28 CFR 35.107 | <u>Nondiscrimination on basis of disability; complaints</u> |
| 29 USC 794 | <u>Rehabilitation Act of 1973, Section 504</u> |
| 34 CFR 100.3 | <u>Prohibition of discrimination on basis of race, color or national origin</u> |
| 34 CFR 104.7 | <u>Designation of responsible employee for Section 504</u> |
| 34 CFR 104.8 | <u>Notice</u> |
| 34 CFR 106.8 | <u>Designation of responsible employee for Title IX</u> |
| 34 CFR 106.9 | <u>Notification of nondiscrimination on basis of sex</u> |

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|------------------------|---|
| 34 CFR 110.25 | <u>Prohibition of discrimination based on age</u> |
| 34 CFR 99.31 | <u>Disclosure of personally identifiable information</u> |
| 42 USC 12101-12213 | <u>Title II equal opportunity for individuals with disabilities</u> |
| 42 USC 2000d-2000e-17 | <u>Title VI and Title VII Civil Rights Act of 1964, as amended</u> |
| 42 USC 2000h-2-2000h-6 | <u>Title IX of the Civil Rights Act of 1964</u> |
| 42 USC 6101-6107 | <u>Age Discrimination Act of 1975</u> |

Management Resources

Description

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| CA Office of the Attorney General Publication | <u>Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018</u> |
| Court Decision | <u>Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567</u> |
| Court Decision | <u>Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130</u> |
| CSBA Publication | <u>Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017</u> |
| First Amendment Center Publication | <u>Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006</u> |
| U.S Dept of Ed Office for Civil Rights Publication | <u>Resolution Agreement Between the Arcadia USD, US Dept of Ed, OCR, & the US DOJ, CRD, (2013) OCR 09-12-1020, DOJ 169-12C-70</u> |
| U.S. Dept of Health & Human Services Publication | <u>Guid. to Fed Fin. Assist. Recipients Re. Title VI Prohibition Against Nat'l Origin Discrimination Affect Limited English Proficient Persons, Aug. 2013</u> |
| U.S. DOE, Office for Civil Rights Publication | <u>Dear Colleague Letter: Harassment and Bullying, October 2010</u> |
| U.S. DOE, Office for Civil Rights Publication | <u>Dear Colleague Letter: Title IX Coordinators, April 2015</u> |
| U.S. DOE, Office for Civil Rights Publication | <u>Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016</u> |
| U.S. DOE, Office for Civil Rights Publication | <u>Notice of Non-Discrimination, Fact Sheet, August 2010</u> |

Management Resources

Description

Website

First Amendment Center

Website

California Office of the Attorney General

Website

California Safe Schools Coalition

Website

CSBA

Website

California Department of Education

Website

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