HAPPY VALLEY Est.1954

UNION SCHOOL DISTRICT

2024-25 Comprehensive School Safety Plan

School: Happy Valley Elementary School (Waiver for Combined Site Council for all Happy Valley Union Schools)

District: Happy Valley Union Elementary School District

Address: 16300 Cloverdale Rd.

Board Approved On: February 12, 2024

Jodi Shearman	
Board President Name	Signature
Gina Murphy	
Superintendent Name	Signature

Released September 11, 2015

Introduction

The *EOP ASSIST Interactive Workbook* (*Interactive Workbook*) was released by the REMS TA Center in September 2015 in order to expand the reach of the EOP ASSIST software application to schools and districts that prefer use of an offline version of the tool. The *Interactive Workbook* is accessible via Microsoft Word—with or without an Internet connection—and includes the same content of the Web-accessible version, including a blend of guidance and interactive forms that prompt users through the six-step planning process to develop a high-quality school emergency operations plan (EOP), as well as related resources to support that process. This workbook is available for download from the REMS Website (rems.ed.gov), and is available for distribution to schools and districts either electronically or through USB flash drives and/or CD-ROMs.

The *Interactive Workbook* includes two parts: (A) instructions and (B) worksheets for inputting plan information, which is this document. Please be sure that you have both parts of the *Interactive Workbook* before continuing.

For any questions about how to use the *Interactive Workbook*, please contact the REMS TA Center Help Desk using our toll-free telephone number, 1-855-781-REMS [7367]. Our hours of operation are Monday to Friday, 9 a.m. to 5 p.m., Eastern Time. If you are prompted to leave a voice message, we will respond within 2 business days of receipt. Alternatively, you may email info@remstacenter.org, or complete a TA request form at http://rems.ed.gov/TA_Submissions/.

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Core Planning Team Members

Name	Title	Organization	Email	Phone	Stakeholder Group
Gina Murphy	HVP-Principal/Superintendent	Happy Valley Primary School	gmurphy@hvusd.net	530-357-2131	Administration
Chris Nelson	HVE-Principal	Happy Valley Elementary School	cnelson@hvusd.net	530-357-2111	Administration
Rhonda Grijalva	Executive Assistant to the Superintendent	Happy Valley Union Elementary School District	rgrijalva@hvusd.net	530-357-2134	Classified Staff
Shannon Spencer	Teacher - HVP	Happy Valley Primary School	sspencer@hvusd.net	530-357-2131	Certificated Staff
Sandi Garcia	Community Services Coordinator	Happy Valley Union School District	scgarcia@hvusd.net	530-357-2111	Classified Staff
Robin Barrie	Director of Maintenance	Happy Valley Union Elementary School District	rbarrie@hvusd.net	530-357-3178	Maintenance, Operations & Transportation Director
Larra Snyder	Food Services Supervisor	Happy Valley Union Elementary School District	lsnyder@hvusd.net	530-357-3178	Classified Staff

Threats and Hazards

All Possible Threats and Hazards	Probability 4. Highly likely 3. Likely 2. Possible 1. Unlikely	Magnitude 4. Catastrophic 3. Critical 2. Limited 1. Negligible	Warning 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	Duration 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	Risk Priority High Medium Low	Address in the School EOP? (Check/Uncheck)
Earthquake	2	3	4	1	Low	X
Fire	2	3	4	2	High	X
Lightning	2	2	4	1	Low	X
Severe wind	2	2	2	4	Low	X
Wildfire	4	4	4	4	High	X
Disgruntled Adult	3	3	4	1	Medium	X
Extreme temperatures	3	2	1	2	Low	X
Explosions or accidental release of toxins from industrial plants	2	3	4	4	High	X
Accidental release of hazardous materials from within a school, such as gas leaks	2	3	4	3	High	X
Dam failure	1	2	4	2	Med	X
Water failure	2	3	4	3	Med	X
Power failure	2	3	4	3	Med	X
Infectious disease	4	3	3	4	High	X

All Possible Threats and Hazards	Probability 4. Highly likely 3. Likely 2. Possible 1. Unlikely	Magnitude 4. Catastrophic 3. Critical 2. Limited 1. Negligible	Warning 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	Duration 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	Risk Priority High Medium Low	Address in the School EOP? (Check/Uncheck)
Contaminated food	1	2	3	4	High	X
Suicide	2	3	4	1	High	X
Active shooter	2	4	4	2	High	X
Criminal Threat	3	3	4	1	High	X
Bomb threat	2	3	4	2	High	X
Domestic Violence/Abuse	3	3	4	1	High	X
Cyber Attack	2	3	4	4	Med	X
Pandemic	4	3	2	4	Med	X

Function Tabulation

Functions Addressed in Threat and Hazard Specific Annexes					
X	Evacuation	X	Family Reunification		Other:
X	Lockdown	X	Continuity of Operations (COOP)		Other:
X	Shelter-in-Place	X	Recovery		Other:
X	Accounting for All Persons	X	Public Health, Medical, and Mental Health		Other:
X	Communications and Warning	X	Security		Other:

Basic Plan

1. Introductory Material

Happy Valley Union Elementary School District Safety Plan

Date: February 12, 2025

School's Covered: Happy Valley Primary
16300 Cloverdale Rd.
Anderson, CA 96007

Happy Valley Community Day School
16300 Cloverdale Rd.
Anderson, CA 96007

Happy Valley Elementary
17480 Palm Avenue
Anderson, CA 96007

1.1 Promulgation Document and Signatures

Jodi Shearman **Name** School Board Member-President **Title**	Gina Murphy **Name** HVUSD Superintendent **Title**
Chris Nelson **Name** Happy Valley Elementary School Principal **Title**	Gina Murphy **Name** Happy Valley Primary School Principal **Title**
Robin Barrie **Name** HVUSD Director of Maintenance **Title**	Rhonda Grijalva **Name** Executive Assistance to the Superintendent **Title**
Shannon Spencer **Name** Executive Assistance to the Superintendent **Title**	Sandi Garcia **Name** Community Coordinator **Title**
Gina Murphy **Name** Superintendent **Title**	Larra Snyder **Name** Food Services Supervisor **Title**
Name **Title**	**Name** **Title**

1.2 Approval and Implementation

Happy Valley Union School District's' (HVUSD) Emergency Operations Plan (EOP) provides guidelines for the school to prepare for, respond to, and recover from disasters. The EOP establishes an emergency management organization and assigns responsibilities for emergency response functions. The emergency organizational structure identified in this plan is consistent with the State of California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). This Plan supersedes all previous plans. Modifications to this plan can only be made by the superintendent, site principals or members of the Safety Committee assigned by the superintendent.

1.3 Record of Changes

Change Number	Date of Change	Name	Summary of Change
Draft new safety plan	Jan 24, 2025	Safety Committee	
Presented safety plan to certificated staff for input and revisions	Fevruary 3, 20205	G. Murphy	Discussed specific site based adjustments
Presented safety plan to support staff, maintenance and operations, and other school personnel for input and revisions	February 3, 2025	G. Murphy	Discussed specific site based adjustments
Presented safety plan to School Safety Committee for input and revisions	February 3, 2025	G. Murphy, C. Nelson	Edit and revisions to plan
Presented safety plan to Site Council	February 3, 2025	G. Murphy, C. Nelson	Approval of plan
Presented safety plan to the School Board for final approval	February 12, 2025	G. Murphy	Approval of plan

1.4 Record of Distribution

Title and name of person receiving the plan	Agency (school office, government agency, or private-sector entity)	Date of delivery	Number of copies delivered
All school staff	Happy Valley Union Elementary School District	March 2025	74
Sheriff	Shasta County Sheriff's Office	March 2025	1
Happy Valley Volunteer Fire Department Fire Chief	Happy Valley Volunteer Fire Department	March 2025	1

2. Purpose, Scope, Situation Overview, and Assumptions

2.1 Purpose

The purpose of the HVUSD Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of HVUSD's employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that HVUSD has established guidelines and procedures to respond to incidents/ hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. HVUSD regularly schedules safety in-service trainings for faculty and staff.

Lastly, developing, maintaining, and exercising the EOP increases HVUSD's legal protection. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

2.2 Scope

Happy Valley Union School District's Emergency Operations Plan outlines the expectations of staff, roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/ recovery.

1. Definitions

Incident: An incident is an occurrence-natural, technological, or human-caused- that requires a response to protect life or property. The superintendent/site principals shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

2. School Board Policy Statement

HVUSD's Emergency Operations Plan operates within the framework of the Governing Board Policy.

2.3 Situation Overview

1. School Population

a.) General Population

HVUSD's current enrollment is approximately 496 students located in 3 building sites. These students are supported by a committed staff and faculty consisting of:

- 30 Full-Time Teachers and specialists
- 2 Administrators, 2 department managers, 3 district office staff

- 4 Office Staff
- 23 Para Professionals/ Student Supervision
- 5 Maintenance and Custodial Staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office.

b.) Special Needs Population
HVUSD is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Limited English proficiency
- Blindness or visual disabilities
- Cognitive or emotional disabilities
- Deafness or hearing loss
- Mobility/ physical disabilities (Permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 13.2%; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. Classrooms containing identified students and staff that require extra assistance during an incident will be noted on the master schedule. The list of identified students and staff names with special needs along with their schedules will be shared with applicable staff to ensure safe evacuation and transport.

2.4 Planning Assumptions

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. HVUSD fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.
Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. HVUSD is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. In addition, HVUSD requires all adults to check-in at the front office and display a Visitor Identification Sticker.
Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities.
School Campus Information
We have three separate school sites: Happy Valley Elementary School, Happy Valley Primary School, and Happy Valley Community Day School. Happy Valley Primary School And Happy Valley Community Day School sit next to each other on the same road. Happy Valley Elementary School is located 4 miles from the other two school sites. The Happy Valley Independent Personalized Learning Program is also housed at the Happy Valley Elementary site.
The school community may tune in to the radio or television for emergency information. Emergency information will also be disseminated using the Districts current notification system.
In the event of a major disaster during school hours, the school will not be dismissed and students will remain under the supervision of school personnel.
If parents/guardians come to the school and properly identify themselves, students may be released. Parents/guardians may also designate whom their child may be released via the school Emergency Record.

Hazard Analysis

The Happy Valley Union Elementary School District staff has worked with stakeholder groups to identify any circumstances in the school or near the campuses that may present unique problems or potential risks to people

or property. Our Safety Committee met and analyzed specific threats to the safety of the students in the district. Their analysis considered the following:
Probability of threat occurring

- Magnitude
- Warning time
- Duration of incident

Based on this analysis, the group then prioritizes those risks and included relevant risks in the district's Emergency Operations Plan. The plan summarizes the Safety Committee's analysis.
Additional Information:
Section 3100 of the California Government Code states that public employees are disaster service workers (DSWs) who are subject to the disaster service activities assigned to them by their superiors or by law. The term, public employees, includes all personnel employed by the State of California, California county and city agencies, and public districts, excluding legally employed aliens. Section 3100 of the California Government Code applies to public school employees for cases in which:
1. A local emergency has been proclaimed,
2. A State of Emergency has been proclaimed, or
3. A Federal disaster declaration has been made.

Personnel will never be asked to assume a first responder role. Generally stated, district personnel can be assigned to any disaster service activity that promotes the protection of public health and safety during any kind of catastrophic event—natural or man-made—in which life or property is in jeopardy. Assignments might require an employee to serve at locations, during times, and/or under conditions that significantly differ from normal work assignments. Despite inconveniences, personnel has an absolute obligation to serve the public during a time of need in whatever role is directed by a superior or law enforcement agent. DSWs' home and personal preparedness are important because such personnel may not be able to return to their homes immediately after a significant emergency event. With this understanding, discussions need to take place that identifies which people should be released first once it is clear that not all DSWs are needed at the affected school site(s).

3. Concept of Operations (CONOPS)

In accordance with the Readiness and Emergency Management System (REMS), California's emergency response operations rely on a system in which government levels work together from the field upward, in a single, integrated structure. Incidents are managed at the lowest possible level. The local government has primary responsibility for emergency response activities within its jurisdiction. Operational areas (OAs), the region, and the State provide support to local jurisdictions.

SEMS also provides a standardized response structure for emergencies involving multiple jurisdictions or multiple agencies in California. It defines a standard management structure and standard terminology for statewide use. REMS is applicable to all organizational levels and functions in the emergency response system. There are five designated levels in the REMS organization, which are identified in Figure 1.

Source: California State Emergency Plan, September 2005

Additionally, this section describes procedures to be used in activating, staffing, operating, completing documentation, and closing the Incident Command System (ICS) in response to an emergency for HVUSD. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, HVUSD may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.]

The Incident Commander at HVUSD will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the superintendent/site principal or other officials to identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

B. Initial Response

School personnel is usually first on the scene of an incident in a school setting. If the situation allows, our Emergency Operations Team (EOT) will meet physically and/or virtually to assess the situation and respond to current needs. Staff and faculty are expected to take charge and manage the incident until it is resolved or the command is transferred to someone more qualified and/or to an emergency responder agency with legal authority

to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The superintendent/site principal or his/her designee is responsible for activating the EOP, including common and specialized procedures as well as hazard-specific incident plans. The superintendent/site principal or designee will assign an Incident Commander based on who is most qualified for that type of incident.

4. Organization and Assignment of Responsibilities

This section establishes the organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The superintendent and site principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.
School staff may be required to remain at school to assist in an incident. In the event that this EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Superintendent and site principal

The superintendent or site principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the superintendent or site principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent or site principal to focus on policy-level activities and interfacing with other agencies and parents.

B. Incident Commander

The Incident Commander's responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the superintendent and/or site principal and other officials informed of the situation.

C. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to designated areas, in accordance with signals, warnings, written notifications, or intercom orders according to established incident management procedures.
- Give appropriate action commands during an incident.

- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or office designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and/or CPR.
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

D. Paraprofessionals

- Responsibilities include assisting teachers and or office staff as directed.
- Assist with evacuation and first aid.
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

E. Counselors, Social Workers, and Psychologists

Counselors, social workers, 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.
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

F. School Nurses/Identified First Aid Responders

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise the administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

G. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep the Incident Commander or designee informed of the condition of the school.
- Assist with first aid or emergency treatment as needed
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

H. School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

I. Food Service/Cafeteria Workers

Responsibilities include:

- Cover and preserve all usable food and water
- Secure utility outlets
- Direct the rationing, use, and preparation of cafeteria stock and water supply, whenever the feeding of students becomes necessary.
- Assist with evacuation and first aid
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE

J. Bus Drivers

In the event of a major emergency, the school bus driver's first responsibility is the safety and welfare of the students. The bus driver will follow the emergency guidelines below. Passengers on the bus, students and adults, will act under the driver's instructions.
During an emergency, school bus drivers will:

- First bring the bus to a stop and then determine if it is safe to continue driving the bus.
- If the driver determines that it is safe to continue, the emergency guidelines are as follows in the order listed:
- Morning run going to school will continue on route or Proceed to the nearest mass care facility or proceed to the nearest school.
- Afternoon run leaving from school will continue to next pick up school and stop or proceed to the nearest school.
- If it is not safe to continue the trip, the driver will pull to the side of the road away from buildings, trees, street lights, and power lines; activate the "take cover" procedures; render first aid as needed and when safe to do so, walk or drive the students to the nearest school. The driver will report any and all injuries.
- Assist with evacuation and first aid
- Report to the nearest school if all students have been properly released.
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE

K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

Staff will refer to the emergency contact list, or emergency roster to identify students and authorize family members.

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Take an active part in school incident response/recovery activities, as age-appropriate.

M. Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Listen/monitor radio, and television, and check Parent Square for directions regarding the situation.

5. Direction, Control, and Coordination

A. School Incident Command System (ICS)
To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the EOP will be activated including the implementation of the Incident Command System (ICS).
The Incident Commander has delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The administration is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.
The ICS is organized into the following functional areas:

1. Incident Command: Directs the incident management activities using strategic guidance provided by Administration. School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop a working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

2. Operations Section: Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e., electric, water, heat/ventilation/air conditioning) and shut off only if danger exists or is directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

PROVIDE USER-FRIENDLY DOCUMENTS OUTLINING FUNCTIONAL ANNEXES AND PROPER PROCEDURES OPERATIONS SECTION TEAMS. *When the following teams need to leave campus, they should always consist of at least two people".

Search & Rescue Team:

- Teacher in Charge (when applicable)
- Paraprofessional as assigned
- Custodial Staff
- Office Staff

Responsibilities:

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:

- Identifying and marking unsafe areas.
- Conducting initial damage assessment.
- Obtaining injury and missing student reports from teachers (Emergency Roster).

First Aid Team:

- PE Teacher
- Paraprofessional as assigned
- School Nurse, when available
- Office Staff
- Other trained staff as assigned

Responsibilities:

First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:

- Setting up a first aid area for students.
- Secure supplies including student meds, if possible.
- Assessing and treating injuries.
- Completing master injury report.

Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.

Evacuation/ Shelter/Care Team:

- Administration as assigned
- Office staff
- Paraprofessional as assigned
- Custodial Staff

Responsibilities:

Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from the weather, providing for sanitation needs, and providing food and water. The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers.
- Setting up a secure assembly area.
- Managing sheltering and sanitation operations.
- Managing student feeding and hydration.
- Coordinating with the Student Release Team.
- Coordinating with the Logistics Section to secure the needed space and supplies.

Facility & Security Response Team:

- Facilities Supervisor

- Asst. Facilities Supervisor
- Custodial Staff

Responsibilities:

The Facility & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary.
- Securing and isolating fire/HazMat.
- Assessing and notifying officials of fire/HazMat.
- Conducting perimeter control.
- Maintain communication with Incident Commander/Admin to ensure students/staff safety

Crisis Intervention Team:

- School Psychologist
- School Counselor
- Resource Specialist
- Paraprofessional as assigned

Responsibilities:

The Crisis Intervention Team is responsible for:

- Assessing the need for onsite mental health support.
- Determining the need for outside agency assistance.
- Providing onsite intervention/counseling.
- Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

Student Release Team:

- Administration- as assigned
- Office Staff
- Paraprofessional as assigned
- Other Support Staff as assigned

Responsibilities:

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:

- Setting up a secure reunion area.
- Checking student emergency cards for authorized releases.
- Completing release logs.
- Coordinating with the Public Information Officer on external messages.

3. Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.
Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.

4. Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.
Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop a telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

5. Finance/Administration Section: Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.
Additional duties may include:

- Provide advice and support to Incident Commander regarding financial issues
- Assume responsibility for overall documentation and record-keeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

6. Information Collection, Analysis, and Dissemination

Communication is a critical part of incident management. This section outlines HVUSD's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication amongst staff members

- Faculty and staff will be notified when an incident occurs and will be kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate.
- The Districts current notification system will be used as our communication tool with families. All call templates may be used to initiate messages. The District has an effective system for notifying staff of an incident when they are not at school. Messages are initialed by the administration,

who contacts the members of the Incident Management Team. A member of the team will program the call.

- Two-Way Radios with earbuds: Key staff is able to communicate updates, and pertinent information using the two-way radios. During the incident, staff and faculty will use earbuds to prevent public communication.
- Emails & Daily Bulletins: will provide updated information regarding attendance, visitor sticker information, and any new procedures for the day.
- Staff Meetings: As appropriate, updated information about an incident will be presented at staff meetings.

B. External Communications - Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from the School about the incident, what is being done about it, and the safety of the children and staff.

1. Communication with Parents
Before an incident occurs, HVUSD will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and at appropriate school functions.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

Provide basic safety information on the school website.
In the event of an incident, HVUSD will:

- Disseminate information via the Districts current notification system to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school is handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Inform parents and students when and where the school will resume.

After an incident, administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication with the Media
In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Policy Group.

All School employees are to refer all requests for information and questions to the designated spokesperson or administration.

3. Handling Rumors
In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, HVUSD will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, and instructional assistants. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, HVUSD will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication with First Responders
The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Emergency Roster, maps of the school and surrounding areas, and logistics provided by local law enforcement agencies will be provided to first responders.

5. Communication after an Incident (Recovery Process)
After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.
The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the appropriate administrative staff so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.

- Educate school personnel, students, and parents on available crisis counseling services

Resources:

- 211: Community Resources: Nationwide, free confidential service connecting people to resources
- CalWORKs: Homeless Resources
- Child Abuse Prevention Coordinating Council is a non-profit organization that serves as an umbrella for a wide range of projects throughout Shasta county that provide community outreach, youth development, family support, and child abuse prevention education and awareness activities.
- Triple P Positive Parenting is an approach to parenting that aims to promote children's development and manage children's behavior in a constructive non-hurtful way.
- Mental Health Provider List Shasta County Health and Human Services Department
- MediCal Provider Directory Partnership HealthPlan of California
- Community Connect helps link families with needed resources, support, and advocacy.
- HOPE Outreach Serves as the Connect Point to give hope, help, and healing to the people of our community.
- Shasta County Health and Human Services: Resources and education regarding health and well-being.
- District Nurse (530)357-2131

The school district will:

- Identify record-keeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that HVUSD may use include the following:

- Standard telephone: the District has designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- Intercom systems: The intercom system includes office-initiated communication with the classrooms and other major locations on the school campus using a microphone with sound to wall-mounted speakers.
- Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use. PE Coaches have a speaker that can also be used for communication.
- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation

on the home page of the school and district website. Shared documents will be used for accountability and communication.

- Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- Alarm systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance
- The off-site sister school will field calls and back up the needs of the incident site.

7. Training and Exercises

HVUSD understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that school personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The School Safety Team will coordinate training and exercise efforts in accordance with applicable laws.
Basic training and refresher training sessions will be conducted during all-staff in-service days at the beginning of the year and periodically during the school year.
Mandatory EOP training will include:

- Hazard and incident awareness training for staff
- Orientation to the EOP
- First aid and/or overview of CPR for staff
- ALICE Training or Equivalent
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.

Additional training will include monthly drills (fire, evacuation, etc.) and exercises. An emergency drill will be conducted at least once per month. Earthquake and Lockdown exercises will occur at least once per school year. Records of the training provided including date(s), type of training, and participant roster will be maintained. (See Appendix B)
All HVUSD staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

8. Administration, Finance, and Logistics

A. Agreements and Contracts:

If school resources prove to be inadequate during an incident, HVUSD will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

B. Record-keeping

1. Administrative Controls
HVUSD is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs
The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

2. Incident Costs
The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

D. Preservation of Records

In order to continue normal school operations following incidents, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

9. Plan Development and Maintenance

HVUSD Administration and the Safety Committee Team are responsible for the overall maintenance and revision of the Happy Valley Union School District Emergency Operations Plan (EOP). The administration is responsible for coordinating training and exercising the EOP. Both groups are expected to work closely together to make recommendations for revising and enhancing the plan. The School Board and the Superintendent/Site Principal are responsible for approving and disseminating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan
The School Board together with the Superintendent/Site Principal will approve and disseminate the plan and its annexes following these steps:

- Review and validate the EOP
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval (School Board and Site Council)
- Distribute the Plan

B. Record of Changes
Each update or change to the plan will be tracked. The record of changes will include the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the Safety Committee Team.

C. Record of Distribution
Copies of plans and annexes will be distributed to those tasked with this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. Safety Committee Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

D. Plan Review and Updates
The basic plan and its annexes will be reviewed annually by the Safety Committee Team, emergency management agencies, and others deemed appropriate by the school administration. The Superintendent or designee will establish a schedule for the annual review of planning documents.
The School EOP will be updated based on deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources, capabilities, or school structure occur.

E. Training and Exercising the Plan
Happy Valley Union Elementary School District understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Safety Committee will coordinate training and exercise efforts. Resources provided by federal government agencies will be used to evaluate the EOP. We will invite the Sheriff's Department and Fire Department in for our fire drills and evaluate our process and protocols in place, as deemed necessary.
Basic training and refresher training sessions will be conducted during August of each school year for all school personnel.

MANDATORY School EOP Training will include:

- Additional training will include drills, tabletop discussions, and functional exercises. Fire drills will be conducted at least once a month for all school sites. Lockdown drills will occur at least once a year. Evacuation exercises will occur at least once a year. Records of the training provided including date(s), type of training, and participant roster will be maintained.

Functional Annexes address all hazard critical operational functions, including each functional annex describing the policies, roles, and responsibilities for that function.

- THREAT AND HAZARD
- Wildfire
- Active Shooter
- Intruder near or on campus
- Domestic Violence Situation
- Bomb Threat or School Threat
- Power Outage
- Bullying
- Snow
- Dangerous Animal
- Snow/Windstorm
- Gas Leak
- HAZMAT Spill
- Downed Power Lines
- Earthquake
- Mud Slide
- Septic Incident
- Pandemic

10. Authorities and References

County Emergency--911
Rescue and Ambulance--911
Emergency Services: County Office of Emergency Services--(530) 245-6059
Law Enforcement: Shasta County Sheriff's Department (530)--245-6540
Law Enforcement: California Highway Patrol--(530) 242-4300
Fire: Happy Valley Volunteer Fire Department--(530)357-2345
Fire: Cal Fire Department--(530) 225-2411
Forestry: California Division of Forestry--(530) 225-2418
Health Department: Shasta County Health and Human Services--(530) 225-5591
Public Utilities: Pacific Gas & Electric--(800) 743-5000 or (530) 245-6065 Gas leak/Downed power line call 911 first
Local Hospitals: Mercy Medical Center--(530) 225-6000 County Emergency--911
Rescue and Ambulance--911
Emergency Services: County Office of Emergency Services--(530) 245-6059
Law Enforcement: Shasta County Sheriff's Department (530)--245-6540
Law Enforcement: California Highway Patrol--(530) 242-4300
Fire: Happy Valley Volunteer Fire Department--(530)357-2345
Fire: Cal Fire Department--(530) 225-2411
Forestry: California Division of Forestry--(530) 225-2418
Health Department: Shasta County Health and Human Services--(530) 225-5591
Public Utilities: Pacific Gas & Electric--(800) 743-5000 or (530) 245-6065
Gas leak/Downed power line call 911 first
Local Hospitals: Mercy Medical Center--(530) 225-6000
Local Hospitals: Shasta Regional Medical Center--(530) 244-5400
Radio Station: Report to SCOE Media
Television Station: KRCR-TV 7--(530) 243-7782 Newsroom-if no answer, leave a message
Other: Shasta County Superintendent of Schools--(530) 225-0227
Other: Red Cross--(530) 243-3021 530-244-8000
Road Conditions: CALTRANS--(800) 427-7623
Animal Control: Shasta County Animal Shelter--(530) 245-6065
Animal Control: Haven Humane--(530) 241-1653
Animal Control: Department of Fish and Game--(530) 225-2300
Animal Control Shasta County 530-245-6540
Blue Star Propane 530-365-2131
Clear Creek Community Water 530-357-2121
Regional Poison Controls 800-222-1222
CHP Non-Emergency 530-242-3200
Public Health 530-225-2130

Media Alerts:
If there is access to email, you can utilize media@shastacoe.org. This e-mail address will send the notification to the media e-mails listed below and the County Office.

If there is no access to email, the following contacts will need to be made:

- KRCR-TV 7 (staff on weekdays 24 hours; weekend hours vary) ……..243-7782-News Room

or news@krcrtv.com
or 243-9382 (fax)

- KHSL-TV 12 and KNVN-TV 24……343-1212-News Room
(staff on weekdays 24 hours; weekends 10 a.m.-11 p.m.) or 893-6548 (Control Room)
or news@actionnewsnow.com
or 342-2405 (fax)

- KQMS, KSHA, KRDG, KRRX, KALF, KNRO Radio (staff on at 4:30 a.m.)221-1400-News Room
(105.7 FM) (104.9 FM) (1670 AM) (95.7 FM) (104.3 FM) (105.3 FM) (106.1 FM) or 226-9500 ext. 238
or 221-6653 (fax)
or Steve@kqms.com
or kelly@kqms.com
or Kelly.frostjr@smgnational.com

- KNCQ-Q97, KEWB, KESR, KHRD, KKXS Radio (staff on at 5:00 a.m.) …244-9736-Studio
(93.3 FM) (94.7 FM) (96.1 FM) (97.3 FM) (103.1 FM) (107.1 FM) or 244-9700-Business Office
or pjohn@resultsradio.com
or rhealy@resultsradio.com
or 244-9707 (fax)

- KLXR Radio (staff on at 5 a.m.) ……244-5082
(1230 AM) or 339-2349 (cell – Sue McLain)
or klxr1230@yahoo.com
or suemclain@yahoo.com
or 244-5698 (fax)

- KVIP Radio (staff on at 5:45 a.m.) 222-4455
(540 AM) (98.1 FM) or info@kvip.org
or 222-4484 (fax)

- KNCA-FM Jefferson Public Radio…….541-552-8264
or jprnews@sou.edu

- Record Searchlight (www.Redding.com) …… 225-8265 Jessica Skropanic
rrsedit@redding.com

- Shasta County Office of Education-Superintendent's Office…….225-0227

In addition, please encourage your staff, students, and parents to listen to one of the stations listed above, log onto www.Redding.com, or call my office for school closure information.
Local Hospitals: Shasta Regional Medical Center--(530) 244-5400
Radio Station: KQMS, KSHA, KRDG, KRRX, KNNN, KNRO--(530) 221-1400 Newsroom-if no answer, leave a message
Television Station: KRCR-TV 7--(530) 243-7782 Newsroom-if no answer, leave a message

Other: Shasta County Superintendent of Schools--(530) 225-0227
Other: Red Cross--(530) 243-3021
Road Conditions: CALTRANS--(800) 427-7623
Animal Control: Shasta County Animal Shelter--(530) 245-6065
Animal Control: Haven Humane--(530) 241-1653
Animal Control: Department of Fish and Game--(530) 225-2300
If a disaster is impending while school is not in session, the following contacts are to be made in this order:

- Superintendent
- Site Administration
- Director of Operations, Transportation & Maintenance
- Executive Administrative Assistant

The school community should tune in to monitor radio or television or the Districts current notification system for emergency information. In the event of a major disaster during school hours, the school will not be dismissed and students will remain under the supervision of school authorities.
If parents/guardians come to the school and properly identify themselves, students may be released. Parents may also designate whom their child may be released with via the school Emergency Card.
The following regulations are the State authorizations and mandates upon which this EOP is based.
Senate Bill 187: Comprehensive School Safety Plan Purpose
The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.
In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.
The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:
HVUSD Board Policies address the following safe school procedures: (See Appendix A)

- Child abuse prevention and reporting
- Environmental Safety
- Suspension and expulsion/ Due process
- Employee Security
- Safety
- Discipline
- NonDiscrimination and harassment
- Bullying
- Open/Closed Campus

The Comprehensive School Safety Plan will be reviewed and updated annually. The school will report annually to various stakeholder groups on the status of its school safety plan including a description of its key elements outlined in the annual school accountability report card.
A copy of the Comprehensive School Safety Plan is available for review at HVUSD school sites and the district office.

Section B: Functional Annexes: Common Immediate Response Actions
In the event of an emergency, school personnel must quickly and adequately determine what initial response

actions are required. The most common immediate response actions initiated by School Administration during school emergencies are as follows:

- Drop, Cover, and Hold
- Shelter-In-Place
- Lock Down
- On-Campus Evacuation / Assembly Location
- Off-Campus Evacuation / Assembly Location
- All Clear
- Family Reunification
- Public Health, Medical, and Mental Health

Procedures for each of these response actions are described below:

Functional Annexes

Evacuation

On-Campus Evacuation

The need to evacuate a building on campus should occur after the decision has been made that it is unsafe to remain in the building such as a fire or hazardous spill on campus.

Description of Action:

1. Once a building has been determined unsafe, the School Administrator should initiate a fire alarm.

2. Staff will secure their emergency classroom backpacks, emergency operation procedure handbook (with red and green indicator cards), and yellow vests.

3. School staff will instruct students to evacuate the building, in accordance with the school site evacuation plan and using designated routes, and assemble in their assigned assembly area.

4. School staff must take their student rosters when leaving the building and take attendance once the class is assembled in a safe location. After taking attendance, teachers will display green or red cards – green indicating all students are accounted for and a red card indicating extra students or someone unaccounted for). The administration will follow up on any red cards.

5. Once assembled, school staff and students will stay in place until further instructions are given.

Off-Campus Evacuation

This action is taken after a decision is made that is it unsafe to remain on campus and evacuation to an off-site assembly area is required.

Description of Action:

1. If an off-campus evacuation is necessary, the School Administrator will make an announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions, using two-way radios, or sending text messages using the Districts current notification system). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the School Administrator:

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-CAMPUS EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE PRE-DESIGNATED OFF-CAMPUS ASSEMBLY AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE ROOM."

2. The School Administrator will determine the safest method for evacuating the campus.

3. School staff will secure the student rosters when leaving the classroom and take attendance once the class is assembled in a pre-designated safe location.

4. Once assembled off-campus, school staff and students will stay in place until further instructions are given.

5. In the event clearance is received from appropriate agencies, the School Administrator may authorize students and staff to return to their classrooms.

Off-Campus Evacuation Site determined by School Administrator. The location will be disclosed to the Incident Command Team.

All Clear

This action is taken to notify school staff that normal school operations should resume.

Description of Action:

1. Once the emergency event is over, the School Administrator will make an announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions, using two-way radios, sending text messages using the Districts current notification system). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the School Administrator:

"YOUR ATTENTION PLEASE. IT IS NOW OKAY TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

2. This action signifies the emergency is over.

3. If appropriate, school staff should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Lockdown

A school lockdown is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During the lockdown, students are to remain in the classroom or designated locations at all times.

Description of Action--

ALICE ALERT-Initial Alert may be a gunshot, PA announcement, etc.

1. If a lockdown situation is required, the School Administrator will make an announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions, using two-way radios, and the Districts current notification system). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the School Administrator:

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. THIS IS A LOCKDOWN. TEACHERS LOCK CLASSROOMS. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST CLASSROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

LOCKDOWN-

2. If evacuation is not a safe option, barricade entry points. Prepare to Evacuate or Counter if needed. School staff should instruct students to lie flat on the floor, move away from windows remain in the center of the room out of the line of fire, lock the doors (if possible), turn off lights, and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.

3. If outside, students should proceed to their classrooms if it is safe to do so. If it is not safe, staff must direct students into nearby classrooms, and school buildings (e.g., library, cafeteria, gymnasium), or take shelter wherever safe and possible. (RUN FROM DANGER)

4. School staff and students must remain in the classroom or secured area until further instructions are provided by the School Administrator or law enforcement.

INFORM-Communicate information in real-time

5. Landline phones should not be used. School staff should use two-way radios with earpieces for quiet communication or cell phones to communicate needs for assistance to a member of the crisis response team and speak quietly.

6. Crisis Response Team should establish communication with appropriate first responders, and initiate a command center. They should also prepare materials and appropriate personnel for emergency response.

7. All campus entrances and exits must be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

8. When conditions are deemed safe by the administration, a member of the Emergency Operations Team will communicate the ALL CLEAR message in the appropriate manner and further instructions will be given to staff and students from incident command.

COUNTER-

9. Staff have been trained to use defensible space and seek useful tools to create noise, movement, and distraction with the intent of reducing the shooter's ability to shoot accurately.

10. Staff will create a dynamic environment to decrease the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate

EVACUATE-

11. If necessary, staff will employ useful techniques that civilians do not know exist and can save lives.

12. ALICE training will use strategies for evacuating under extreme duress.

Shelter-in-Place

Drop, Cover, and Hold On

This action is taken to protect students and staff from flying or falling debris.

Description of Action

1. Upon the first indication of an earthquake, students, and staff should immediately implement appropriate drop, cover, and hold procedures.

2. If inside, school staff must instruct students to drop under their desks and cover their heads with their arms and hands, while holding onto the desk. For those students and staff who are physically unable to drop into a protected position under a table or desk, they should remain seated or, if possible, move to an interior wall away from windows and heavy objects, and cover their heads with their arms and hands.

3. If outside, school staff must instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands. For those students and staff who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.

4. After the initial shaking has completely stopped, the School will make an announcement on the Public Address (PA) system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions, using two-way radios, sending text messages using the Districts current notification system, using a bull horn). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the School Administrator:

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS AND STAFF SHOULD CONTINUE TO IMPLEMENT DROP, COVER, AND HOLD PROCEDURES IN THE EVENT OF ADDITIONAL SEISMIC ACTIVITY. PLEASE MAINTAIN A SAFE DISTANCE FROM WINDOWS AND HEAVY OBJECTS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED.”

5. When conditions are deemed safe by administration an announcement will be made over the PA system -ALL IS CLEAR, YOU MAY RESUME YOUR REGULAR ACTIVITIES.

Shelter-in-Place

This action is taken in order to place and/or keep students indoors in the event that there is a critical incident occurring nearby the school but not an immediate threat to the school, a wild animal has been

sited near the area, or airborne contaminants are found in the outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment.

Description of Action

1. If an emergency occurs that requires students and staff to Shelter-in-Place, the School Administrator will make an announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions, using two-way radios, or sending text messages using the Districts current notification system). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the School Administrator:

"YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE ENVELOPE OF THE BUILDING. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

2. If inside, school staff should keep students in the classroom, lock doors, and close blinds. Students may work quietly indoors until further instructions are given.

3. If outside, students must proceed to their classrooms if it is safe to do so. If it is determined to be unsafe, staff should direct students into nearby classrooms or school buildings (e.g., library, cafeteria, gymnasium). If the hazard involves possible exposure to airborne contaminants, anyone who is exhibiting symptoms must be treated- contact office staff for further instructions.

4. School staff is responsible for securing individual classrooms, and the Emergency Operations Team will assist in completing the following procedures as needed: secure common areas- close hallway doors, rolling doors in café, etc., contact appropriate first responders, prepare materials for emergency response, and send first aid responders to identified areas of need.

5. When conditions are deemed safe by the administration, an announcement will be made over the PA system: "ALL CLEAR: STAFF AND STUDENTS, YOU MAY RESUME REGULAR ACTIVITIES."

Accounting for All Persons

All Clear

This action is taken to notify school staff that normal school operations should resume.

Description of Action:

1. Once the emergency event is over, the School Administrator will clear the incident in person with a code word that is known among staff. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions, using two-way radios, and the Districts current notification system). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the School Administrator and the Emergency Operations Team (EOT). A message will be delivered in person. The statement is similar to:

"IT IS NOW OKAY TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION. All clear: "INSERT CODE WORD"

2. This action signifies the emergency is over.

3. If appropriate, school staff should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Communications and Warning

BEFORE AN INCIDENT

Goal: Have a plan and system in place to communicate effectively. When communicating about an intruder, the Incident Commander (or designee) should use factual, specific information when communicating with personnel using the best form of communication.

Objective(s): Safe students and staff

Courses of Action: Establish a system for communicating with all educational partners. When a critical incident is occurring, keep landlines clear for use by the Emergency Operations Team.

Goal: Communicate effectively with all educational partners

Objective(s): Open lines of communication

Courses of Action: Communicate through email, text, radios, the Districts current notification system, social media, parent meetings,

media, a bulletin board at the local stores and school office, word of mouth, an intercom based on an identified area of need.

Goal: Communicate effectively with all educational partners

Objective(s): Safe students and staff

Courses of Action: Communicate through email, text, radios, the Districts current notification system, social media, parent meetings, media, a bulletin board at the local stores and school office, word of mouth, an intercom

based on an identified area of need.

Family Reunification

Family Reunification

This action is taken when students are evacuated off-campus or following a lockdown and crisis response teams deem the situation to warrant sending students home.

1. Communication will occur from the school administration using the Districts current notification system, email, and/or text messaging systems to alert parents of the situation, where to pick up their child, and the procedure to follow.

2. Using their rosters, teachers and designated crisis response members will sign students out to only those people designated on the emergency card or in Aeries.

3. If appropriate, school staff should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

4. Administrative Assistant, Administration, Secretary, and designee will track student releases to parents/guardians. Communicate with parents and law enforcement about students that are missing or injured, or deceased.

5. Incident Commander or designee will communicate with the media.

Continuity of Operations (COOP)

Goal: Continue Operating

Objective(s): Safe students and staff

Courses of Action: Operate

Goal: Make a plan for other locations or arrangements

Objective(s): Continue educating students

Courses of Action: Special Board Meeting, if necessary.

Goal: Return to school

Objective(s): Educate students and fix necessary items to safely house our students

Courses of Action: Special Board Meeting, if necessary.

Recovery

Goal: Keep students safe

Objective(s): Have a plan in place for recovery

Courses of Action: Execute recovery plan

Goal: Eliminate threats and casualties

Objective(s): Protect students, staff, and community members

Courses of Action: Contact Law Enforcement, Office of Emergency Services, Community Organizations (Red Cross, Salvation Army, Health Human Services, FEMA, United Way, Evacuation Centers, etc) make announcements to parents and media

Goal: Reunite students with families and provide clear/concise information to all

Objective(s): Return to school and continue student education

Courses of Action: Work with Law Enforcement and Office of Emergency Services and Community Outreach, bring closure to families and provide counseling to students and families, talk to media and the community

Public Health, Medical, and Mental Health

Medical Emergency

Medical Emergency procedures address minor and major illnesses and injuries that can occur to students and staff. The following procedure should be implemented in the event of any medical emergency. This section also addresses a scenario specific to pandemic health concerns.

Procedure:
1. Upon discovery of a student or school staff member having a medical emergency, immediately call 9-1-1. Provide the exact location and nature of the emergency. Follow instructions given by dispatch, and do not hang up until advised to do so.
2. Notify the School Administrator and identified school medical personnel that there is a medical emergency and an ambulance/First Responder has been called.
3. School medical personnel should administer appropriate first aid / Cardiopulmonary Resuscitation (CPR) procedures to the victim until emergency response teams arrive on the scene. Do not move the victim unless there is full confidence in no danger of further injury.
4. Once the ambulance arrives, the School Administrator/ or Office Staff will request information regarding which hospital the victim will be taken to and will notify the victim's emergency contact.
5. If possible, a school staff member should accompany the victim to the hospital.

Psychological Trauma:

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies may result in the following conditions:

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff.

Procedure:
1. The School Administrator will establish a Crisis Response Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Crisis Response Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Crisis Response Team will provide direct intervention services for students and staff.
4. The School Administrator and Crisis Response Team will work together to determine when and how school functions should be restored.
5. The Crisis Response Team should provide ongoing assessment if needed, as well as follow-up services,

as required.

Security

Section C: Threat- and Hazard-Specific Emergency Procedures
This section describes specific emergency procedures to which school staff and students must adhere during the following potential emergencies:

- Animal Disturbance
- Armed Intruder on Campus
- Bomb Threat
- Disorderly Conduct/Threats
- Earthquake
- Extreme Weather/Air Quality
- Fire in Surrounding Area
- Fire on Campus
- Flooding/Dam Failure
- Public Safety Power Shutoff (PSPS) or Power Failure

School Administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency.

Goal: Keep students and staff safe
Objective(s): Have a plan in place
Courses of Action: Make a plan, be vigilant, train staff, conduct drills

Goal: Keep students and staff safe
Objective(s): Follow the plan, listen to Incident Commander and designated communication personnel
Courses of Action: Follow lockdown or evacuation procedures, communicate with parents, community, media, and Law Enforcement

Goal: Keep everyone safe and continue educating students
Objective(s): Reunite students and staff with family
Courses of Action:
Release students to parents/families, talk to Law Enforcement and parents/families and Identify areas of strength and areas that need improvement

Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion, or any other wild animal threatens the safety of students and staff.

Procedure:

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include Shelter in Place or On-Campus Evacuation procedures, as described in Section B.

2. Upon discovery of an animal, school staff should isolate students from the animal, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will be kept outside in an area away from the animal. It is best to close doors and lock gates as a means to isolate the animal.

3. If additional outside assistance is needed, the School Administrator will call 9-1-1 and provide the location of the animal and nature of the emergency.

4. If a staff member or student is injured, school medical personnel should immediately be notified. The parent or emergency contact of the injured person should also be immediately notified.

5. The School Administrator will initiate Off-Campus Evacuation procedures, as described in Section B, if deemed necessary by changes in conditions at the school campus.

6. In the event that students need to be released from the school site, refer to Family Reunification procedures.

Threat- and Hazard-Specific Annexes

Armed Intruder on Campus

An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. This type of incident may involve assault by an individual with a deadly weapon including a gun, knife, or another harmful device.
Procedure

Alert, Lockdown, Inform, Counter, Evacuate (ALICE) protocol will be used.

1. If an armed assault occurs on or near the campus, personnel who observe the assault should immediately notify the School Administrator and call 911.
2. The School Administrator will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, Lock Down, On-Campus Evacuation, or Off-Campus Evacuation, as described in Section B.
3. The School Administrator should also call 9-1-1 and provide the exact location, description, and nature of the incident. A designated person should remain on the phone line with the Redding Police Department (RPD) until law enforcement personnel arrive on the scene.
4. If it is safe to do so, school staff should attempt to isolate and secure students away from the perpetrator(s). Staff should take steps to calm and control students.
5. School staff and students should remain in secured areas until local authorities arrive and are able to neutralize the perpetrator(s). Once the perpetrator(s) are taken into law enforcement custody, the School Administrator must conduct a headcount of all students and staff and notify law enforcement personnel of any missing persons.
6. School medical personnel will work with local authorities to provide medical care to injured students and staff. If possible, photographs should be taken of any injuries.
7. The School Administration will work with law enforcement to control all points of entry to the school.
8. Once students are safe and the situation is stable, the School Administrator will share an Incident Report (describe what happened and when) for school record keeping and provide a copy to the responding police officer.
9. The School Administrator must prepare a verified list of all victims and the locations to which they were transported. If possible, staff members should accompany student victims. The School Administrator must ensure that parents and/or emergency contacts are immediately notified.
10. All media inquiries should be referred to Administration.
11. Refer to Family Reunification Procedures- as outlined in the Functional Annexes.
In the event the perpetrator(s) is inside a classroom:
12. Staff should take a leadership role and perform the following actions:

- Refer to ALICE strategies
- Staff actions will influence others.

Bomb Threat

A Bomb Threat may result from the discovery of a suspicious package on or near school grounds or receipt of a threatening phone call that may indicate the risk of an explosion.

Procedure:
1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the line as long as possible and alert someone else to call 9-1-1 and inform the police dispatcher of the name of the school and that there has been a threat made on another line. If possible, the number of the phone line should be provided to the dispatcher.
2. The person answering the threat call should attempt to ask the following questions, record the answers, and then immediately notify the School Administrator:

- Where is the bomb?
- When is the bomb going to explode?
- What kind of bomb is it?
- Why are you doing this?
- What can we do to prevent you from letting the bomb explode?
- How can we contact you?

3. The School Administrator should immediately assess the threat and initiate appropriate emergency response actions; Shelter in Place, Off-Campus Evacuation, etc.
4. Upon the arrival of law enforcement, the School Administrator will advise all students and staff to turn off all cell phones.
5. If a suspicious object is identified, law enforcement or other emergency responders will attempt to secure the immediate area around the object.
6. If Emergency workers determine danger is imminent, the School Administrator will work with law enforcement to determine the immediate Response Action(s) to take, which may include: Drop, Cover, and Hold; Lock Down; On-Campus Evacuation; or Off-Campus Evacuation, as described in Section B.
7. In the event an evacuation is necessary, approval for student release or relocation from the Incident Commander or ordered by appropriate on-scene law enforcement. All school staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will immediately notify the School Administrator of missing students.
8. In the event that students need to be released from the school site, refer to Family Reunification Procedures- Described in Section B.
9. School activities must not be resumed until the affected buildings have been inspected by law enforcement and determined to be safe.

Disorderly Conduct/Threats/Domestic Violence Situation

Disorderly Conduct may involve a student, staff member, or other school stakeholder exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section C-2: Armed Intruder on Campus.

Procedure:

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.

2. Staff will immediately notify the School Administrator of the situation.

3. The School Administrator will call 9-1-1 and provide the exact location and nature of the incident.

4. The School Administrator will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, Lock Down, On-Campus Evacuation, or Off-Campus Evacuation, as described in Section B.

5. If there is no clear evidence of a threat, the School Administrator or a staff member may attempt to diffuse the situation. The perpetrator should be approached in a calm, non-confrontational manner and asked to please leave the campus. If the situation is considered to be hostile, the School Administrator should wait for the Sheriff to arrive on the scene.

6. If the perpetrator is a student, an attempt should be made to notify the family. Family members may be able to provide useful information on handling the situation.

Earthquake

Earthquakes are considered one of the most likely and serious threats to the Northern California Area. Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation, and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedures:

Important: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

1. Upon the first indication of an earthquake, staff should immediately direct students to Drop, Cover, and Hold, as described in Section B.

2. Staff and students should move away from windows and overhead hazards to avoid glass and falling objects.

3. Once the shaking stops, the School Administrator will initiate the On-Campus Evacuation action, as described in Section B. Staff and students will evacuate the buildings using pre-designated routes or other safe routes and convene at the Assembly Area.

4. In the event of an evacuation, all school staff must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff members must notify the School Administrator of any missing students.

5. The School Administrator with the assistance of Maintenance and/or office staff will ensure that students and staff are positioned a safe distance away from building entrances to prevent access.

6. Assigned operations section teams will notify the School Administrator of fallen electrical wires and instruct them to avoid any areas with fallen wires. Facilities personnel will also notify the appropriate utility companies (i.e., gas, power, water, and sewer) of damages.

7. Staff and school medical personnel will assess student injuries and provide appropriate first aid.

8. If the area appears safe, staff will make an initial inspection of school buildings to identify any injured or trapped students.

9. The School Administrator / Incident Commander will determine additional actions that may be necessary.

10. The School Administrator will work with Emergency Personnel to obtain an assessment of the damage. School staff and students should not return to the buildings until damage assessment teams provide clearance and the School Administrator gives the authorization to do so.

11. The School Administrator will issue an Off-Campus Evacuation, as described in the Functional Annexes Section of the EOP if warranted by changes in conditions at the school.

12. In the event that students need to be released from the school site, refer to Family Reunification Procedures as outlined in the Functional Annexes Section B of this EOP.

In the event that an earthquake occurs during non-school hours:

1. The School Administrator, Emergency Planning Coordinator, and facilities & maintenance staff will assess damages to determine any necessary corrective actions. The School Administrator should request Redding Fire Dept. or other Emergency Teams to participate in the assessment.

2. The School Administration Team will determine if the school should be closed.

3. If school will be closed, The School Administrator will coordinate with administration and office teams to disseminate pertinent information to families.

Extreme Weather/Air Quality

Shasta County is susceptible to both extreme weather conditions and poor air quality due to wildfires. The following procedure addresses actions that should be taken in the event of wildfire smoke, or very cold or very hot weather.

1.) On days of possible Extreme Weather/Air Quality concerns office staff and other identified staff will monitor conditions and seek reliable forecast information and predictions.
2.) If deemed necessary, the administration will initiate Extreme Temperatures and Air Quality Management Procedures
3) HVUSD has developed the following guidelines for protecting students and staff during poor air quality (smoky conditions) and extreme temperatures.

HOT/COLD WEATHER

During times of excessive heat (when temperatures or the heat index is over 100 degrees), the following precautions will be taken for all outdoor physical activities including, but not limited to recess, physical education classes, and/or outdoor clubs, outdoor sports team practices. The activity will be limited to inside, air-conditioned spaces or canceled. When on the playground during periods of high heat (95-100 degrees), outside activities including recess will be limited to not more than 20 minutes. Temperatures are measured frequently during times of outside activity as identified by the National Weather Service: http://www.weather.gov/ . Keep in mind that the hottest times of the day, and may affect after-school activities, while not affecting normal recess times during the school day.
During times of cold (when temperatures or wind chill is 35 - 45 degrees), the following precautions will be taken for all outdoor physical activity including, but not limited to: recess, athletics, and physical education classes: Outside activities will be limited to not more than 20 minutes. Staff will encourage all students to wear appropriate clothing. During times of excessive cold (when temperatures or wind chill is below 35 degrees) Students will remain inside.
*Any student feeling sensitive to the outside conditions may request to sit in classrooms, the cafeteria, or the library (space & supervision permitting).

OUTDOOR AIR QUALITY

The following precautions will be taken for all outdoor physical activity including, but not limited to: recess, physical education classes, sports teams, and/or outdoor field trips. On Orange Alert Days (unhealthy for sensitive groups) Students will have outside recess or physical education classes, but for periods no longer than 20 minutes. The administration will email or announce an activity advisory to all applicable staff. On Red, Purple, or Maroon Alert Days (unhealthy, very unhealthy, and hazardous) Students will have recess and physical education classes inside. Outdoor sports team practices or games may be canceled by the school administrators and/or coaches. The administration will email or announce an activity advisory to all applicable staff.
*Any student feeling sensitive to the outside conditions may request to sit in classrooms, the cafeteria, or the library (space & supervision permitting).
The Air Quality Index (AQI) provides local information on air quality and potential health concerns. Determining Air Quality Index: HVUSD will use the following two measurements to determine our

location's air quality.
1. Local AQI can be obtained from the HVUSD campus sensors: https://www.purpleair.com/map#12.05/40.44947/-122.42013
2. Visibility Range & Air Quality Index (AQI): http://www.co.shasta.ca.us/docs/libraries/resource-management-docs/docs/Visually_Estimating_PM_Levels.pdf?sfvrsn=0
3.) Administration and or identified staff (PE teachers/Coaches) will communicate with staff, students, and parents about any necessary cancellations or relocations of outdoor activities (recess, physical education classes, and/or outdoor athletics practices).

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby campus grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school, and the likelihood that the fire may affect the school.

Procedure:

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, Lock Down, On-Campus Evacuation, or Off-Campus Evacuation.

2. The School Administrator will call 9-1-1 and facilities & maintenance staff and provide the location and nature of the incident.

3. The School Administrator will act to prevent students from approaching the fire and keep routes open for emergency vehicles.

4. The School Administrator will work with responding emergency personnel to determine if school grounds are threatened by fire, smoke, or other hazardous conditions.

5. If the School Administrator issues the On-Campus Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area.

6. All school staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the School Administrator of any missing students.

7. The School Administrator should monitor local radio stations for emergency information.

8. Administration will work with the appropriate office staff to disseminate pertinent information.

9. If necessary, the School Administrator will request busses for staff and student evacuation.

10. The School Administrator will initiate Off-Campus Evacuation procedures, as outlined in the Functional Annexes Section of the EOP if warranted by changes in conditions.

11. In the event that students need to be released from the school site, refer to Family reunification Procedures as outlined in the Functional Annexes Section of the EOP.

Fire on Campus

The following procedure addresses the necessary actions that should be taken in the event that a fire is discovered on school grounds. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure:

1. If a fire is discovered on campus, school staff will immediately signal the fire alarm and direct students out of the building.

2. The School Administrator will call 9-1-1 or Fire Department and provide the location and nature of the incident.

3. The School Administrator will immediately initiate the Off-Campus Evacuation procedures, as described in the Functional Annexes Section of the EOP. Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area.

4. School staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the School Administrator of any missing students.

5. If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives. All fires, regardless of size, which are extinguished by school personnel, require a call to our local fire department to indicate “the fire is out.”

6. The Facility and Maintenance crew will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

7. The school Administration Team will work with the Office Staff to disseminate pertinent information.

8. In the event that students need to be released from the school site, refer to Family Reunification Procedures as outlined in the Functional Annexes Section of the EOP.

9. Any affected areas will not be reopened until Emergency Workers or another appropriate agency provides clearance and the School Administrator issues authorization to do so.

10. For fires during non-school hours, the School Administrator and the Superintendent of schools will determine if the school will open the following day.

Flooding/Dam Failure

Some areas of the community are susceptible to local flooding. Closure of highways can result in isolating areas of the community. Students may be unable to return home or may have to be evacuated to an alternate location. Some floods develop slowly during an extended period of rain or in a warming trend following heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams, hurricanes, storm surges, and earthquakes. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

Procedure:
1. Upon being notified of eminent danger of flooding on or nearby campus, staff should notify the principal and/or incident commander who will activate the EOP and issue appropriate responses based on specific incidents and information from Fire, Law or Emergency officials.
2). In consultation with local officials, the Principal/Incident commander will implement off-site evacuation procedures if directed to do so by First Responders. If the decision is made to evacuate the school site; inform police and fire officials of any missing people. Plan possible evacuation routes away from the campus if the default off-site evacuation route is not feasible; inform the police, and fire your route and destination.
3.) Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with fire/police. Have the building custodian report to the Command Post.
4.) Provide the following information to the police/fire officials:

- Floor plans, and location of utility controls.
- Information on Staff in the area.
- Information on Students in the area.
- Pre-Fire plan

5.) Initiate Family Reunification response at new command post away from danger areas.
6.) Resume school activities only after buildings have been inspected and determined safe by proper authorities.

Dam Failure:
If a dam failure occurrs, HVUSD may be used as a place of refuge. Recent Dam Failure maps indicate that HVUSD would remain out of the flood zone. It will be necessary to obtain emergency workers' assessment of the hazard and directives before initiating specific EOP procedures.
1.) Office Staff will monitor communication sources (phone, radio, and Internet) for flood information and report any developments to the Incident Commander.
2.) Upon direction given by county emergency workers, the principal or incident commander would activate appropriate emergency responses and procedures in the event of a dam failure as listed below:

- Shelter In Place
- Off-Campus Evacuation
- Family Reunification
- Continuity of Operations (COOP)
- Recovery Procedures

- Crisis Intervention/Care Team

3.) Establish a Command Post; activate needed emergency management personnel or field teams; co-locate school Command Post with fire/police. Have the building custodian report to the Command Post.
4.) Resume school activities only after buildings have been inspected and determined safe by proper authorities.
Drinking water shall be regularly tested for lead and remediated as provided in the section "Drinking Water" above.
Any action to abate existing lead hazards, excluding containment or cleaning, shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR 35001-35099. (Education Code 32243)

Mercury Exposure:
The Superintendent or designee shall identify any products containing mercury that are present in district facilities and, to the extent possible, shall replace them with mercury-free alternatives.

Public Safety Power Shutoff (PSPS) or Power Failure

During any given year, HVUSD schools may experience a power failure at various locations ranging from a few minutes to several days. Typically, we do not close schools unless there are compelling reasons to do so.
Classrooms are equipped with emergency supplies, including lanterns, flashlights, and walkie-talkies. In most short-term power outage situations, there is adequate light from windows and emergency lighting, as well as warm enough conditions for instruction to continue. Teachers are prepared to cope with a short-term power failure and will continue their regular curriculum and/or appropriate substitute assignments.
In the case of a power failure at the school site, we will follow these procedures:
1) Information about Public Safety Power Shut-offs will be communicated no later than 6:00 PM and, if necessary, at 6:00 AM with additional changes.

- School lunches will still be provided and lunch will be held in the cafeteria.

2) If the power is not on by 7:00 A.M. on the second consecutive day, the Superintendent will consider whether closing the school site is necessary. Only the Superintendent can order the closing of a school site.

- If school is closed, the Superintendent's office will communicate the information to the community via:
- The Districts current notification system the day before by 6 PM and/or the morning of by 6 AM
- Local Radio and TV station
- Notices posted at the school sites and the SCOE school closure page

Appendices

Appendix A: HVUSD Board Policies and/or Procedures:

- Child abuse prevention and reporting
- Environmental Safety
- Suspension and expulsion/ Due process
- Employee Security
- Safety
- Discipline
- NonDiscrimination and harassment
- Bullying
- Open/Closed Campus

Policy 5141.4: Child Abuse Prevention And Reporting

Status: ADOPTED Original Adopted Date: 05/19/2015 | Last Revised Date: 08/10/2021 | Last Reviewed Date: 08/10/2021

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.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

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 may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

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

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

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 training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

Regulation 3514: Environmental Safety Status:

ADOPTED Original Adopted Date: 10/23/2013 | Last Revised Date: 10/08/2019 | Last Reviewed Date: 10/08/2019

The Superintendent may designate and train one or more employees to oversee and coordinate the district's environmental safety program(s). The responsibilities of the coordinator(s) shall include, but are not limited to, overseeing assessments of district facilities, recommending strategies for the prevention and mitigation of environmental health risks, ensuring effective implementation of environmental safety strategies, and reporting to the Superintendent regarding the district's progress in addressing environmental safety concerns.

Indoor Air Quality

In order to provide proper ventilation, humidity, and temperature in school facilities and to reduce indoor air contaminants, the following strategies shall be implemented:

1. Mechanically driven heating, ventilation, and air conditioning systems shall be operated continuously during working hours except under the circumstances specified in 8 CCR 5142. The systems shall be inspected at least annually and problems corrected within a reasonable time. Where the air supply is filtered, the filters shall be replaced or cleaned regularly to prevent significant reductions in airflow. Documentation of inspections, tests of ventilation rates, and maintenance shall be retained for at least five years. (8 CCR 5142-5143) Staff shall ensure that airflow is not obstructed by the blocking of ventilators with posters, furniture, books, or other obstacles.

2. School facilities shall be regularly inspected for water damage, spills, leaks in plumbing and roofs, poor drainage, and improper ventilation so as to preclude the buildup of mold and mildew and prevent accidents due to unsafe conditions. Wet building materials and furnishings shall be dried within 48 hours if possible to prevent mold growth. When evidence of mold or mildew is found, maintenance staff shall locate and repair the source of water intrusion and remove or clean moldy materials.

3. Exterior wall and foundation cracks and openings shall be sealed as soon as possible to minimize seepage of radon into buildings from surrounding soils.

4. Least toxic pest management practices shall be used to control and manage pests at school sites. (Education Code 17608-17614; Food and Agriculture Code 13182)

5. A carbon monoxide detector or alarm shall be installed in all school buildings that contain a fuel-burning appliance, fireplace, or forced-air furnace, unless otherwise exempted by state law or regulations. The device or alarm shall be located in close proximity to the appliance in order to accurately detect and alert school personnel of any leakage of carbon monoxide. (24 CCR 915.1-915.7)

6. Schedules and practices for routine housekeeping and maintenance shall be designed to effectively reduce levels of dust, dirt, and debris. Plain water, soap and water, or low-emission cleaning products shall be used whenever possible. Aerosols, including air fresheners and other products containing ozone, shall be avoided to the extent possible.

7. Painting of school facilities and maintenance or repair activities that require the use of potentially harmful substances shall be limited to those times when school is not in session. Following any such activity, the facility shall be properly ventilated with adequate time allowed prior to reopening for use by any person.

8. Paints, adhesives, and solvents shall be used and stored in well-ventilated areas. These items shall be purchased in small quantities to avoid storage exposure.

9. To the extent possible, printing and duplicating equipment that may generate indoor air pollutants, such as methyl alcohol or ammonia, shall be placed in locations that are well ventilated and not frequented by students and staff.

10. The district's tobacco-free schools policy shall be consistently enforced in order to reduce the health risks caused by second-hand smoke.

11. Staff and students shall be asked to refrain from bringing common irritants such as furred or feathered animals, stuffed toys that may collect dust mites, scented candles, incense, or air fresheners and from using perfume or cologne, scented lotion or hair spray, nail polish or nail polish remover, or other personal care products that are not fragrance-free in classrooms, school buses, or other enclosed areas or buildings.

Outdoor Air Quality

The Superintendent or designee may coordinate with the local air resources control board and monitor local health advisories and outdoor air quality alerts to obtain forecasts of ozone levels, particle pollution, ultraviolet radiation levels, and/or temperature and humidity.

Whenever a forecast indicates a significant health risk, the Superintendent or designee shall communicate with each principal so that outdoor activities, especially those requiring prolonged or heavy exertion, may be avoided, limited in duration, or modified as necessary for all persons or for persons who may be particularly susceptible to the health risk involved.

Reduction of Vehicle Emissions

In order to reduce public exposure to toxic air contaminants, school bus drivers and other drivers of commercial motor vehicles shall limit unnecessary idling of vehicles at or near schools in accordance with 13 CCR 2480. The Superintendent or designee may also request parents/guardians to turn off their vehicles when they are idling on school grounds and encourage students to walk and/or bicycle to school.

Any school bus that is diesel-fueled, dual-fueled, or alternative diesel-fueled and has a gross vehicle weight rating over 14,000 pounds shall be equipped with a particulate filter designed to reduce particulate matter emissions, oxides of nitrogen emissions, and other pollutants. (13 CCR 2025)

Drinking Water Safety

The quality and safety of the district's drinking water sources shall be regularly assessed, and drinking fountains shall be regularly cleaned and maintained, to ensure that drinking water consumed at school does not contain dirt, mold, lead, or other impurities or contaminants that may cause serious health concerns.

Whenever any contaminants in the drinking water are determined to be a concern, the Superintendent or designee shall take reasonable steps to identify the source and mitigate any potential problem to ensure the availability of safe drinking water. As needed, the Superintendent or designee shall provide alternative sources of drinking water, such as bottled water or on-site water filtration, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day.

Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards, the Superintendent or designee shall notify parents/guardians and take immediate steps to shut down and make inoperable any fountains or faucets where excess lead levels may exist.

Prevention of Lead Exposure

In addition to testing for the presence of lead in drinking water in district schools, the following steps shall be taken to minimize potential exposure to lead in school facilities:

1. School facilities shall be kept as dust-free and clean as possible.

2. Lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall not be used in the construction of any new school facility or the modernization or renovation of any existing school facility. (Education Code 32244)

3. Lead exposure hazards shall be evaluated before any renovation or remodeling is begun, and children shall not be allowed in or near buildings in which these activities may create lead dust. Contractors and workers shall comply with state and federal standards related to the handling and disposal of lead debris and the clean-up and containment of dust within the construction area.

4. Lead-based painted surfaces that are in good condition shall be kept intact. If lead-based paint is

peeling, flaking, or chalking, contractors or workers shall follow state and federal standards for safe work practices to minimize contamination when removing the paint.

5. Soil with low lead content may be covered with grass, other plantings, concrete, or asphalt. For soil with high lead content, removal and abatement are required.

Any action to abate existing lead hazards shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR 35001-35099. (Education Code 32243)

The Superintendent or designee shall notify parent/guardians, teachers, and staff members if significant risk factors for lead exposure are found. (Education Code 32243)

Prevention of Mercury Exposure

The Superintendent or designee shall identify any mercury-containing products that are present in district facilities and, to the extent possible, shall replace them with mercury-free alternatives.

Staff shall receive information about proper procedures to follow in the event of a mercury spill. Clean-up instructions, a clearly labeled kit with necessary clean-up supplies, and a list of local resources shall be readily accessible.

In the event of a spill, staff shall evacuate all students from the immediate area of the spill, ensure that any clothing or other items with mercury on them remain in the room, open windows to the outside, and close doors to other parts of the school. Staff who are trained in proper clean-up procedures may carefully clean a small spill. As needed for larger or difficult-to-clean spills, the Superintendent or designee shall use an experienced professional referred by the local health department or environmental agency.

Any products containing mercury shall be properly disposed at an appropriate hazardous waste collection facility.

Asbestos Management

The Superintendent shall designate an employee who shall ensure that the district's responsibilities related to asbestos inspection and abatement are implemented in accordance with federal and state regulations. This employee shall receive adequate training to perform these duties, including, as necessary, training on the health effects of asbestos; detection, identification, and assessment of asbestos-containing building materials; options for controlling asbestos-containing building materials; asbestos management programs; and relevant federal and state regulations. (40 CFR 763.84)

The designated employee shall ensure that the district complies with the following requirements:

1. School facilities shall be inspected for asbestos-containing building materials as necessary in accordance with the following:

a. Any school building that is leased, acquired, or otherwise used by the district shall be inspected for asbestos-containing building materials prior to its use as a school building, unless exempted by federal

regulations. (40 CFR 763.85, 763.99)

b. At least once every six months, the district shall conduct a periodic surveillance consisting of a visual inspection of each school building that contains or is assumed to contain asbestos-containing building materials. (40 CFR 763.92)

c. At least once every three years, the district shall conduct a re-inspection of all known or assumed asbestos-containing building materials in each school building. (40 CFR 763.85)

2. Based on the results of the inspection, an appropriate response which is sufficient to protect human health and the environment shall be determined from among the options specified in 40 CFR 763.90. The district may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs. (40 CFR 763.90)

3. An asbestos management plan for each school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. (15 USC 2643; 40 CFR 763.93) The asbestos management plan shall be available for inspection in district and school offices during normal business hours. Parent/guardian, teacher, and employee organizations shall be annually informed of the availability of these plans. (40 CFR 763.84, 763.93)
4. Staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities, that are planned or in progress. (40 CFR 763.84)

5. Inspections, re-inspections, periodic surveillance, and response actions, including operations and maintenance, shall be conducted in compliance with state and federal regulations for the protection and safety of workers and all other individuals. (Education Code 49410.5; 40 CFR 763.84, 763.90) Asbestos inspection and abatement work, preparation of a management plan, and any maintenance activities that may disturb asbestos-containing building materials, except for emergency repairs or small-scale, short- duration maintenance activities, shall be completed by state-certified asbestos inspectors or contractors. (15 USC 2646; 40 CFR 763.84, 763.85, 763.91)

6. All custodial and maintenance employees shall be properly trained in accordance with applicable federal and/or state regulations. (40 CFR 763.84) All district maintenance and custodial staff who may work in a building that contains asbestos-containing building materials, regardless of whether they are required to work with such materials, shall receive at least two hours of related asbestos awareness training. New maintenance and custodial staff shall receive such training within 60 days after beginning employment. Any maintenance or custodial staff who conduct activities that will disturb asbestos-containing building materials shall receive 14 hours of additional training. The trainings shall address the topics specified in 40 CFR 763.92. (15 USC 2655; 40 CFR 763.84, 763.92)

7. Short-term workers, such as telephone repair workers, utility workers, or exterminators, who may come in contact with asbestos in a school shall be provided information regarding the locations of known or suspected asbestos-containing building materials. (40 CFR 763.84)

8. Warning labels shall be posted immediately adjacent to any known or suspected asbestos-containing building material located in routine maintenance areas in accordance with 40 CFR 763.95. (40 CFR

763.84)

The district shall maintain, in both the district and school offices and for a period of three years, records pertaining to each preventive measure and response action taken; staff training; periodic surveillances conducted; cleaning, operations, and maintenance activities; and any fiber release episode. (40 CFR 763.94

Policy 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED Original Adopted Date: 05/19/2015 | Last Revised Date: 04/14/2020 | Last Reviewed Date: 04/14/2020

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

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in the law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

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

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, the suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

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

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

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at the school Board Policy Manual Happy Valley Union Elementary School District or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm that is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053- 11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend the expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by the school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Policy 4158: Employee Security Status:

ADOPTED Original Adopted Date: 08/21/2007 | Last Revised Date: 08/10/2021 | Last Reviewed Date: 08/10/2021

The Governing Board desires to provide a safe and orderly work environment for all employees. As part

of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with AR 3515.2 - Disruptions.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or gun violence restraining order pursuant to Penal Code 18150 and 18170.

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Labor Code 230-230.1 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905) The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with the law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a

weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately

2. Immediately notify the principal, who shall take appropriate action

3. Immediately call 911 and the principal When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Policy 5142: Safety

Status: ADOPTED Original Adopted Date: 08/21/2007 | Last Revised Date: 12/17/2019 | Last Reviewed Date: 12/17/2019

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, and guiding student participation in educational programs and school-sponsored activities.

School staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, school-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district transportation.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Crossing Guards/Student Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

Student Identification Cards and Safety Information

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 215.5, 217)

1. The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number

2. The National Domestic Violence Hotline

Policy 5144: Discipline

Status: ADOPTED Original Adopted Date: 09/16/2014 | Last Revised Date: 12/17/2019 | Last Reviewed Date: 12/17/2019

The Governing Board is committed to providing a safe, supportive, and positive school environment which is 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 correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed support; communicating clear, appropriate, and consistent expectations and consequences 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 correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from schools, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction 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 correct 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 violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules 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 discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

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 misconduct occurs, staff shall attempt to

identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, 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 and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent 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 each 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.

Regulation 5145.3: Nondiscrimination/Harassment

Status: ADOPTED Original Adopted Date: 06/12/2018 | Last Revised Date: 03/03/2021 | Last Reviewed Date: 03/03/2021

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, 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, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)
Superintendent
16300 Cloverdale Rd. Anderson, CA 96007
(530) 357-2134

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)

a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address

b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

ii. An explanation of how the complaint will be investigated and how the complainant may further Board Policy Manual Happy Valley Union Elementary School District pursue the complaint, including web links to this information on the OCR's web site

iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office d. A link to the Title IX information included on the California Department of Education's (CDE) web site

5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)

6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex

at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity

4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent

6. Using gender-specific slurs

7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against transgender and gender- nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that

correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by- case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is the student's private information and the district shall only disclose the information toothers with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days. As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender- nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender- nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-

segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex- segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code 49062.5, 49070)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site

Policy 5131.2: Bullying

Status: ADOPTED Original Adopted Date: 01/06/2016 | Last Revised Date: 02/11/2020 | Last Reviewed Date: 02/11/2020

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

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

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.

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.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Open/Closed Campus

Closed Campus

In order to keep students in a supervised, safe, and orderly environment, the Governing Board establishes a closed campus at all district schools.

Students shall not leave school grounds at any time during the school day without express permission of school authorities. Students who leave school without authorization shall be considered to have an unexcused absence and be subject to disciplinary action.

(cf. 5112.1 - Exemptions from Attendance)
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.11 - Attendance Supervision)
(cf. 5113.12 - District School Attendance Review Board)

Student handbooks shall fully explain all rules and disciplinary procedures involved in the maintenance of the closed campus.

(cf. 5144 - Discipline)

Legal Reference:

EDUCATION CODE

35160 Authority of the board
35160.1 Broad authority of school district
44808.5 Permission for students to leave school grounds; notice

48980 Annual notification to parents/guardians

Policy HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT

adopted: August 9, 2018 Anderson, California

Appendix B: Emergency Exercise/Drill and Training Records
(Hard copies of signatures for drills and training records can be found in the Safe School Binder)

Appendix C: Emergency Telephone Numbers

EMERGENCY PHONE NUMBERS
For all Emergencies, Police/Fire/Ambulance – 911
Anderson Police Department 378-6600
Shasta County Sheriff 245-6540
American Red Cross 244-8000
Office of Emergency Services 245-6174
Suicide Prevention 229-8426
Poison Control 1-800-222-1222
County Health Department 225-5073
Mental Health Department 225-5200
Mercy Medical Center 225-6000
Shasta Regional Medical Center 244-5400

Happy Valley Union School District Office 357-2134
Address: 16300 Cloverdale Rd, Anderson, CA 96007

Happy Valley Primary School 357-2131
Grades TK - 3
Address: 16300 Cloverdale Rd, Anderson, CA 96007

Happy Valley Elementary School 357-2111
Grades 4 - 8
Address: 17480 Palm Ave, Anderson, CA 96007

Pandemic

Prevention & Preparedness

Implement hygiene protocols (handwashing, sanitizers, masks).

Train staff and students on pandemic awareness and safety measures.

Establish a communication plan with parents, health authorities, and staff.

Set up remote learning infrastructure for potential closures.

Stock essential medical supplies (PPE, thermometers, sanitizers).

2. Response

Screen students and staff for symptoms; establish isolation areas.

Enforce social distancing in classrooms and common areas.

Implement staggered schedules or hybrid learning models.

Coordinate with local health officials for testing and case management.

Maintain clear reporting procedures for suspected cases.

3. Recovery

Gradual return to in-person learning with ongoing health monitoring.

Provide mental health support for students and staff.

Address learning gaps caused by disruptions.

Evaluate and update the pandemic response plan based on lessons learned.

Opioid Prevention and Life-Saving Response Procedures

1. Opioid Prevention Programs:

Education and Awareness: Include comprehensive, age-appropriate educational programs on the risks of opioid use. Programs can be delivered in health classes, special workshops, or through collaboration with local health departments and organizations.

Topics can include:

What opioids are and how they affect the body.

Signs of opioid use and misuse.

The impact of opioid addiction on individuals and communities.

Resources for help and recovery.

Peer Programs: Train students as peer educators who can advocate for prevention and help peers navigate resources for opioid abuse and mental health concerns.

Parent and Community Engagement: Involve parents, guardians, and local community organizations in prevention efforts through workshops, newsletters, and public awareness campaigns.

2. Signs of Opioid Misuse:

Training for Staff: Provide school staff (teachers, counselors, nurses, and security) with training to recognize the signs of opioid misuse. This might include:

Physical signs: pinpoint pupils, unusual drowsiness, lack of coordination.

Behavioral signs: withdrawal from activities, mood swings, increased absenteeism, or a sudden drop in academic performance.

Indicators of a crisis: confusion, disorientation, or behavior that suggests a student is under the influence.

3. Emergency Response Procedures for Opioid Overdose:

Narcan (Naloxone) Use:

Stock Narcan (naloxone) in key locations throughout the school (nurses' offices, security offices, etc.).

Ensure that all staff members are trained in recognizing signs of an overdose and how to administer Narcan.

Keep up-to-date with local laws around the administration of naloxone in schools.

Responding to an Overdose:

Call 911 immediately if an opioid overdose is suspected.

Administer Narcan according to the instructions, if available.

Monitor the student's breathing and pulse until emergency responders arrive.

Ensure that emergency responders have all the necessary information (e.g., time of overdose, substance suspected, etc.).

4. Communication and Coordination:

Clear Lines of Communication: Establish clear communication protocols for school staff to report suspected opioid-related incidents. Ensure that communication reaches administrators, counselors, and emergency responders quickly.

Coordination with Local Authorities: Develop relationships with local law enforcement, fire departments, and public health agencies to ensure a coordinated response to potential overdoses and to access necessary resources.

Post-Incident Support: Provide immediate support for the student involved, including counseling services, and refer them and their families to appropriate addiction recovery and mental health services. Offer support for other students and staff impacted by the incident as well.

Adaptations for Students with Disabilities

1. Inclusive Communication:

Accessible Formats for Safety Information:

Provide all safety plans and emergency procedures in accessible formats (e.g., braille, large print, audio recordings, sign language interpretation, or easy-to-read text).

Use assistive technology to ensure information is available for students with visual, auditory, or cognitive disabilities.

Clear Communication with Students:

Ensure students with disabilities have a clear understanding of what is expected during emergencies. Use visual aids, symbols, and simplified language where needed.

Consider creating individual safety plans for students who require more personalized communication and support.

2. Evacuation and Emergency Procedures:

Evacuation Plans for Students with Mobility Impairments:

Develop specific evacuation procedures for students who use wheelchairs, crutches, or other mobility aids. Designate primary and secondary evacuation routes that accommodate these needs (e.g., ramps, elevators if applicable).

Ensure that staff members are trained in assisting students with disabilities during evacuations, including lifting techniques for students who cannot evacuate independently.

Assistance in Emergency Situations:

Assign a buddy or support staff member to assist students with disabilities in case of an emergency, ensuring that everyone is accounted for and assisted.

Ensure that students with intellectual or developmental disabilities receive clear, concise instructions and support from trained personnel during evacuations or lockdowns

3. Medical Support and Health Protocols:

Personalized Health and Safety Plans:

Collaborate with the student’s family and medical professionals to create individualized health and safety plans that address the student's specific needs in emergencies (e.g., if the student has a medical condition, such as epilepsy, or requires medications like inhalers or EpiPens).

Include the use of life-saving medications (such as inhalers, epinephrine injectors, etc.) in emergency preparedness training for relevant staff, and ensure those medications are easily accessible.

Communication of Health Needs to Emergency Responders:

Ensure emergency responders are aware of specific medical conditions or needs for students with disabilities. Include this information in emergency protocols and ensure staff is trained to quickly communicate this to responders.

4. Active Shooter and Lockdown Procedures:

Adaptations for Students with Disabilities:

Plan for students who may have difficulty hiding, taking cover, or moving quickly during active shooter drills or lockdowns. Adaptations may include identifying areas that are safe for students with mobility impairments or those who have sensory issues.

Provide staff with training on how to assist students with various disabilities during lockdowns, including students with visual impairments, hearing impairments, or those who may experience anxiety during stressful situations.

Ensure that there are accessible safe areas or rooms where students with disabilities can take shelter during a lockdown, especially for students who need additional assistance in evacuating the building.

5. Behavioral and Emotional Support:

Behavioral Supports During Emergencies:

Students with disabilities may have specific needs regarding behavior or emotional regulation during emergencies. Develop individualized support plans (BIPs or Behavior Intervention Plans) for students with autism, ADHD, or other disabilities that may affect their response to emergencies.

Ensure that staff is trained in supporting students with behavioral needs, helping them stay calm during drills or actual emergencies, and addressing any anxiety or confusion that may arise.

Mental Health Support:

Provide counseling or emotional support during and after an emergency event. Students with disabilities may require additional emotional support due to heightened sensitivity to stressful situations.

Create a safe, quiet space for students who may be overwhelmed by sensory stimuli during an emergency, especially for students with autism or sensory processing disorders.

6. Staff Training and Awareness:

Specialized Training for School Staff:

Regularly train school staff on the specific needs of students with disabilities in the context of emergency situations. This should include awareness of mobility aids, medical conditions, behavioral needs, and communication requirements.

Provide specific training on how to support students with different disabilities (physical, sensory, cognitive, emotional) during evacuations, drills, and real emergencies.

Emergency Drills for Students with Disabilities:

Involve students with disabilities in emergency drills, with modifications as needed to ensure their active participation. Conduct simulations with scenarios specific to their needs (e.g., how a student with a wheelchair can exit a building safely or how a student with a hearing impairment is notified of an emergency).

Use positive reinforcement and debrief with students to make sure they understand the procedure and feel prepared.

7. Technology and Assistive Devices:

Use of Technology for Communication:

Equip students with disabilities with assistive devices that may help them communicate during emergencies (e.g., tablets, communication boards, or personal alarms).

Implement visual or auditory signals to alert students with sensory impairments about emergencies (e.g., flashing lights, vibrating alarms, or visual signaling systems).

Monitoring Devices:

For students who may have health conditions that require constant monitoring (e.g., seizures), provide the appropriate monitoring devices that ensure their safety during school hours.

8. Inclusivity in Crisis Response and Recovery:

Post-Incident Support:

Provide emotional and psychological support for students with disabilities after a crisis. Ensure that students have access to mental health professionals who are trained in addressing the unique needs of students with disabilities, including any trauma responses.

Adapt recovery services for students with disabilities, offering counseling and support through methods that work best for them, such as visual aids, social stories, or trauma-informed care approaches.

9. Collaboration with Families and Community Resources:

Family Involvement:

Regularly involve families of students with disabilities in the development and review of individualized emergency plans, ensuring that their input is considered and that their concerns are addressed.

Community Partnerships:

Collaborate with local organizations or agencies that support individuals with disabilities to ensure that the school's emergency procedures are aligned with best practices and community resources.

Response Procedures for Dangerous, Violent, or Unlawful Activity

This plan establishes clear response procedures for dangerous, violent, or unlawful activity on school grounds to protect students, staff, and visitors in a small rural school setting.

Emergency Response Levels

Level 1: Suspicious Activity – Non-immediate but concerning behavior or potential threat.

Level 2: Immediate Threat – Direct danger to students or staff requiring immediate action.

Level 3: Active Incident – Ongoing violent or unlawful activity requiring emergency intervention.

General Response Procedures

Recognize the Threat

Any staff or student observing suspicious activity should report it immediately to administration or school security.

Gather as much information as possible (e.g., description, location, behavior).

Initiate Appropriate Lockdown Procedures

Soft Lockdown: Secure exterior doors; normal activities continue inside classrooms.

Hard Lockdown: Secure all doors, lights off, students and staff remain silent and out of sight.

Evacuation: If necessary, follow designated evacuation routes to safe areas.

Notify Law Enforcement

Dial 911 for immediate threats or active incidents.

Provide the dispatcher with essential details: location, description, nature of the threat.

Communication with Staff and Students

Use PA system, radios, or digital alerts for quick dissemination of instructions.

Ensure clear, calm communication to prevent panic.

Parent and Community Notification

Use pre-established communication channels (e.g., automated calls, text alerts, social media updates).

Provide factual updates and reassure families of student safety.

Incident Command System (ICS) Activation

Assign roles:

Incident Commander: Principal or designee

Security Coordinator: Coordinates with law enforcement

Communication Officer: Manages internal and external messaging

Student Accountability Officer: Tracks student locations

Post-Incident Recovery and Support

Conduct debriefing with staff, students, and law enforcement.

Provide counseling and emotional support for affected individuals.

Review and update safety procedures based on lessons learned.

Training and Drills

Conduct lockdown and emergency response drills as dictated by CDE.

Provide annual training for staff on recognizing and reporting threats.

Collaborate with local law enforcement for joint training exercises.

Review and Continuous Improvement

Annually review and update response protocols.

Collect feedback from staff, students, and emergency responders.

Implement improvements based on real-world incidents and drill outcomes.

This Response Procedures Plan ensures the safety of students and staff by providing a structured approach to handling dangerous, violent, or unlawful incidents on campus.

Instructional Continuity Plan

This plan ensures instructional continuity during emergency closures, inclement weather, or other disruptions. It provides a structured approach for students to continue learning through pre-prepared packets, digital resources, and teacher support.

Communication Plan

*Notification: Parents, students, and staff will receive closure information via phone trees, school website updates, local radio, and social media.

*Teacher Availability: Teachers will provide designated office hours via phone or online platforms for student support.

*Parent Support: A help desk will be available for technical issues and packet-related questions.

Learning Packets

Packet Preparation:

*Each teacher will prepare two weeks' worth of instructional materials per grade level.

*Packets will include a combination of reading materials, worksheets, hands-on activities, and assessments.

*For students with disabilities, packets will include accommodations per their IEPs.

Packet Distribution:

*Packets will be distributed in advance or via pickup at designated locations.

*Digital versions will be available on the school website or emailed to parents.

Packet Return:

*Completed packets can be submitted in drop-off boxes at the school or scanned and sent electronically.

*Digital and Online Learning Support

Device Accessibility:

*A survey will determine students needing devices or internet access.

*The school will provide loaner devices if possible.

Online Platforms:

*Google Classroom, email, or school-approved apps will support virtual learning.

*Teachers will post recorded lessons, instructional videos, and assignments.

Alternative Access:

*Students without internet access will use paper-based packets with follow-up calls from teachers.

Special Populations Support

Students with Disabilities:

*Modified work will be provided to ensure accessibility.

*Teachers and aides will offer check-ins for additional support.

English Language Learners (ELL):

*Materials will be adapted with visual aids and translated instructions when necessary.

*Assessment and Accountability

Completion Checks:

*Teachers will track returned work and provide feedback.

Grading Policy:

*Work will be graded based on effort, comprehension, and completion.

*Flexibility will be given for extenuating circumstances.

Follow-up Support:

*Teachers will contact students who need additional guidance or have missing assignments.

Review and Updates

Annual Review:

The plan will be reviewed and updated annually.

Stakeholder Input:

Feedback from parents, teachers, and students will be incorporated to improve effectiveness.

This Instructional Continuity Plan ensures that students in a small rural school can continue learning despite unforeseen interruptions while maintaining accessibility and support.