Comprehensive School Safety Plan

2024-2025
School Year

School:	Holtville Unified School District
District CDS Code:	13631490000000
Holtville High School	1335306
Holtville Middle School	6008528
Finley Elementary School	6008510
Pine Elementary School	6008536
Sam Webb High School	1337138
The Freedom Academy of Imperial Valley School	0125922
District:	Holtville Unified School District
Address:	621 East Sixth Street Holtville, California 92250
Date of Adoption:	2/18/2025
Date of Update:	1/21/2025
Date of Review:	
- with Staff	1/21/2025
- with Law Enforcement	1/21/2025
- with Fire Authority	1/21/2025
- with the Public	1/21/2025

Approved by:

Name	Title	Signature	Date
Holtville Unified School District	HUSD District Governing Board		
Celso Ruiz	Superintendent		
Eric Velazquez	Projects Director		

Name	Title	Signature	Date
Ariana Benitez	District English Language Committee Chair		
Sgt. Joseph Conkey	ICSO Sergeant Deputy - Holtville Subdivision Chief		
Chief Alex Silva	Holtville Fire Department		
Anthony Arevalo	Holtville High School Principal		
Jason Turner	HHS School Site Council President		
Mario Garcia	Holtville Middle School Principal		
Fernanda Ledezma	HMS School Site Council Chair		
Brenda Villegas	Finley Elementary School Principal		
Denise Pasillas	Finley School Site Council Chair		
Patricia Harrison	Pine Elementary School Principal		
Aimee Cannon	Pine School Site Council Chair		
Mitchell Drye	The Freedom Academy of Imperial Valley Principal		
Gonzalo Gonzalez	The Freedom Academy & Sam Webb School Site Counsel Chair		
Mitchell Drye	Sam Webb School Principal		

Name	Title	Signature	Date
Lillian Aguirre	Director of Special Education		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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 AB 115. It is the intent ofthe 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 that 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 contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

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

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

https://husd.net/about/school-safety-plan/
A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

At Holtville Unified School District, we are committed to fostering a safe, inclusive, and supportive learning environment where every student, staff member, and visitor feels secure and valued. Our vision is to proactively cultivate a culture of safety, resilience, and preparedness through comprehensive safety strategies that address prevention, response, and recovery.

By integrating physical safety measures, social-emotional support systems, and clear communication protocols, we strive to protect our school community from harm while empowering students to thrive academically and socially. We envision a district where safety is a shared responsibility, collaboration is a cornerstone, and every stakeholder contributes to a safe and welcoming school environment.

Through continuous improvement, training, and partnerships with local agencies, we aim to uphold the highest standards of safety, ensuring that every school in Holtville Unified remains a place where excellence in education is achieved without compromising security and well-being.

Components of the Comprehensive School Safety Plan (EC 32281)

Holtville Unified School District Safety Committee

Board of Education

Kevin Grizzle
Jared Garewal
Matthew Hester
Ben Abatti Jr.
Julie Duarte

Administration

Celso Ruiz, Superintendent
John Paul Wells, Assistant Superintendent and Chief Business Officer
Eric Velazquez, Director of Special Projects
Patricia Harrison, Director of Curriculum
Lillian Aguirre, Special Education Coordinator

Other District Personnel

Ann Heraz, District Office Secretary
Adrianne Lawson, Business and Finance
Diana Estrada, Human Resources and Payroll
Sandra Jabalera, Student Information Specialist
Ariana Benitez, Assessment/Projects Secretary
Betsy Estrada, Human Resources

Schools Administrators

Holtville Unified School District is comprised of six schools. Holtville High School is a traditional 9th through 12th grade, and Holtville Middle School is a traditional 6th through 8th-grade school. Emmett S. Finley Elementary School is a traditional TK through 5th grade elementary school. Pine Elementary School is a country school serving students from TK through 8th grade. Sam Webb Continuation School is a traditional continuation school and provides adult education as well, then several years ago we opened up the Freedom Academy of Imperial Valley, serving students and their parents from TK to 12th grade who choose to home-school full or part-time. Each school's information is below:

Holtville High School
755 Olive Ave.
Holtville, CA 92250
Principal: Anthony Arevalo
Vice Principal: Jacob Deutsch

Holtville Middle School
800 Beale Ave.
Holtville, CA 92250
Principal: Mario Garcia

Emmett S. Finley Elementary School
627 East Sixth St.
Holtville, CA 92250
Principal: Brenda Villegas
Dean of Students: Selenia Herrera

Pine Elementary School
3295 Holt Rd.
Holtville, CA 92250
Principal: Patricia Harrison

Sam Webb
522 West Eighth St.
Holtville, CA 92250
Principal: Mitchell Drye

Freedom Academy of Imperial Valley
522 West Eighth St.
Holtville, CA 92250
Principal: Mitchell Drye

Healthy Kids Survey information
The most current Information from our Healthy Kids survey can be accessed by going to this link.
https://data.calschls.org/resources/Holtville_Unified_2223_Sec_CHKS.pdf

Assessment of School Safety
Holtville Unified School District (HUSD) is committed to maintaining a secure environment conducive to learning and development. To develop an effective Comprehensive School Safety Plan, an objective assessment of current safety conditions within the district is essential. This assessment evaluates physical safety, social-emotional well-being, and emergency preparedness across all campuses.

1. Physical Safety
   - Facilities and Infrastructure: All campuses are equipped with perimeter fencing, secured entry points, and functional surveillance systems. However, regular audits are necessary to identify potential vulnerabilities such as outdated locks, blind spots in camera coverage, or wear and tear on the security infrastructure.

   - Supervision and Monitoring: Staff maintain a visible presence during peak times, including arrival, dismissal, and transitions. Enhancing supervision in less visible areas like restrooms, hallways, and playgrounds could improve overall safety.

   - Visitor Management: A visitor check-in protocol is in place using identification verification systems. Expanding the use of visitor badges and digitizing logs for real-time monitoring could enhance accountability.

2. Social-emotional well-being
   - Student Relationships and Support: Surveys indicate most students feel safe, but isolated incidents of bullying and peer conflict highlight the need for robust social-emotional learning (SEL) programs. Counselors and intervention specialists are present, yet increasing access to these resources is a priority.

   - Mental Health Resources: HUSD offers some mental health services, but additional partnerships with local agencies could address gaps, particularly for at-risk students. Regular staff training on trauma-informed practices ensures early identification of student needs.

3. Emergency Preparedness
   - Drills and Training: Schools conduct regular fire, earthquake, and lockdown drills. Feedback from these drills suggests a need for enhanced coordination between sites and first responders. Staff and student training on emergency procedures, including reunification plans, should be revisited annually.

   - Crisis Response Protocols: Crisis intervention teams are established at each site, yet there is a need for district-wide consistency in communication protocols during emergencies. Up-to-date emergency supplies and communication tools, such as radios and PA systems, are in place, but periodic reviews are required to maintain functionality.

4. Community and Stakeholder Engagement
   - Parent and Community Involvement: Parents and guardians are generally supportive of safety measures, though increased transparency and involvement in safety planning through committees or forums could enhance trust and collaboration.

- Partnerships with Local Agencies: HUSD collaborates with local law enforcement, fire departments, and emergency services. Expanding joint training exercises and communication networks can strengthen these partnerships.

Conclusion and Recommendations

While HUSD has foundational safety measures in place, opportunities for improvement remain. Immediate priorities include:

1. Enhancing physical security infrastructure and technology.
2. Increasing access to social-emotional and mental health resources.
3. Standardizing emergency preparedness training and communication protocols district-wide.
4. Deepening engagement with parents, students, and local agencies to create a shared culture of safety.

By addressing these areas, HUSD will continue to build an environment where every student, staff member, and stakeholder feels secure and supported.

School Climate

Social Environment

Leadership at Holtville Unified School District is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to excellence in the areas of academic and social behavior at Holtville Unified School District. The principals set a positive tone at each school site, and guide and collaborate with them on curriculum and school safety issues. The school sites' organizational structures promote school safety issues and a safe, orderly school environment conducive to learning.

Cultural Environment

There is a high level of cohesiveness among the staff members at Holtville Unified School District. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all students.
All students are expected to behave in a manner that promotes safety and order. Students are encouraged to bring problems to the principal, assistant principal, counselor, teachers, nurse or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavioral efforts of students are recognized and rewarded.

Cultural diversity is celebrated throughout the year through Black History Month, Cinco de Mayo, Martin Luther King Day, and other calendared events at each school site.

Disaster Procedures, Routines, and Emergency Plan

A contingency plan for emergencies is contained in a handbook available to each staff member. The District's Emergency Response Plan (ERP) can be found in the last section of this plan. The plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures, and information on the Standardized Emergency Management System (SEMS).

Classroom Organization and Structure

Holtville Unified School District teachers provide a variety of learning environments in their classrooms.
Teachers at Holtville Unified School District are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning, and promote positive interactions among students and staff. Instructional time is maximized and disruptions are minimized.

Components of the Comprehensive School Safety Plan

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Holtville Unified School District promotes educationally and psychologically healthy environments for all children and youth. Holtville Unified School District recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Holtville Unified School District further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important factor. Holtville Unified School District's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in

the school safety plan.

Assessment of School Crime Committed
on School Campuses and at School-Related Functions

The Holtville Unified School District Governing Board has established procedures to ensure the safety of students, parents, and school employees. The following is a list of board policies and administrative regulations that address the assessment of school safety:

BP 3515 – Campus Security
BP 3515.2 - Disruptions
3515.3 – District Police/Security Department
3515.5 – Sex Offender Notification
3515.7 – Firearms on School Grounds

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

Holtville Unified School District has a history of safe schools in both social and physical climate. As a small, tight-knit town, the community is supportive of the school in both academic efforts and youth safety and development. Our schools continue to provide a safe haven for students.

A review of school suspension and expulsion data, campus policies and procedures, and safety interviews with school administration and staff showed an overall safe campus climate and a district commitment to student safety. Site assessments conducted at each location found facilities to be in good repair and conducive to safety. Some of the overarching district safety concerns include traffic flow and pedestrian safety, campus visitors and access control.

California Safe Schools Assessment
Holtville Unified School District actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Holtville Unified School District recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and sharing this information with students, families, and the community at large.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Assessment of the Current Status of School Crime.

Holtville Unified School District has established procedures in the following areas. California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, inventory system, and continually updating board policies.

Keeping reportable crimes at a minimum requires constant vigilance. The following strategies are utilized to achieve this goal:

- Identify areas of high crime activity
- Restrict student access to high-crime activity areas
- Provide effective school supervision
- Identify and provide preventative programs and activities
- Coordinate efforts with parents and community agencies

Holtville Unified School District maintains a copy of the district's sexual harassment policy in the district office and each school site office. The policy is available upon request. All staff complete training annually to promote compliance. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the Parent & Student Handbook. The parent-student handbook is distributed at the beginning of each school year to all parents and pupils.

Included in each school site's Safe School Plan is a school map established by the School Site Council indicating safe entrance and exit areas for students, parents, and school employees.

To ensure the safety of students and staff, all visitors to the campus, except students of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level.
Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive student conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the student's misbehavior.

Student conduct standards and consequences for Holtville Unified School District are specifically described in this Comprehensive Schools Safety Plan including (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted school-wide dress code.

Students may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of the Holtville Unified School District.

Site administrators contribute to a positive school climate, promote positive student behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each student identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and promote a safe and orderly school environment. Holtville Unified School District employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include: All classrooms have phones/intercoms or walkie-talkies, several offices have operational security systems during non-school hours, and staff meets weekly to discuss any concerns.

Community involvement is encouraged to help increase school safety. The district works closely with local fire, sheriff, and police to promote safety.

Inventory System –
Most school-site equipment is inventories and records are kept on site. Technology equipment is inventoried through a network program that collects the details of all equipment connected to the network. Holtville Unified School District is in the process of evaluating using an ID number adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
The Governing Board recognizes that child abuse has severe consequences and that the district has a responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly. The district also recognizes its responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse.

A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice-principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144 - Discipline)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity)
(cf. 6145.2 - Athletic Competition)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child daycare facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

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

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

(cf. 1240 - Volunteer Assistance)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Imperial County Department of Social Services

Child Abuse Hotline
(760)-337-7750

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

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation

or the welfare department or the police or sheriff's department.

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

a) The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b) The child's name and address, present location, and, where applicable, school, grade, and class

c) The names, addresses, and telephone numbers of the child's parents/guardians

d) The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

e) The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

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

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or another person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated, reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in the identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal

Code 11165.7)

The Superintendent or designee shall obtain and retain the proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education is pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

Regulation HOLTVILLE UNIFIED SCHOOL DISTRICT

Exhibit
Section 11166 of the Penal Code requires any child care custodian, health practitioner, firefighter, animal control officer, or humane society officer, an employee of a child protective agency or child visitation monitor who has knowledge of or observes a child in his/her
professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

"Child care custodian" includes teachers; an instructional aide, a teacher's aide, or a teacher's assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the State Department of Education; a classified employee of any public school who has been trained in the duties imposed by this article, if the school has so warranted to the State Department of Education; administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; administrators and employees of public or private youth centers, youth recreation programs, and youth organizations; administrators
and employees of public or private organizations whose duties require direct contact and supervision of children and who have been trained in the duties imposed by this article; licensees, administrators and employees of licensed community care or child daycare facilities; headstart teachers; licensing workers or licensing evaluators; public assistance workers; employees of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities; social workers, probation officers or parole officers; employees of a school district police or security department; any person who is an administrator or a presenter of, or a counselor in, a child abuse prevention program in any public or private school; a district

attorney investigator, inspector, or family support officer unless the investigator, inspector or officer is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor; or a peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of this code, who is not otherwise described in this section.

"Health practitioner" includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, optometrists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Professions Code; marriage, family and child counselors; emergency medical technicians I or II, paramedics, or other persons certificated pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code; psychological assistants registered pursuant to Section 2913 of the Business and Professions Code; marriage, family and child counselor trainees as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code; unlicensed marriage, family and child counselor interns registered under Section 4980.44 of the Business and Professions Code; state or county public health employees who treat minors for venereal disease or any other condition; coroners; paramedics; and religious practitioners who diagnose, examine, or treat children.

"Child visitation monitor" means any person as defined in Section 11165.15.

I have been informed of the above law and will comply with its provisions.

(Type employee's name below the line, requiring signature above)
This statement is a permanent record of the district. The cost of printing, distribution, and filing of these statements is borne by the district.

This subdivision is not applicable to persons employed by child protective agencies, public or private youth centers, youth recreation programs and youth organizations as members of the support staff or maintenance staff and who do not work with, observe, or have knowledge of children as part of their official duties.

Holtville Unified School District
Holtville, California (B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

DISASTER PREPAREDNESS PLAN

In the event we should experience an incident of violence on our campus or the imminent threat of one, the following are some actions that can be done to protect our students as well as ourselves. In all cases, keep calm, think, act appropriately for the situation.

In the Classroom
If you hear, “DRILL-LOCKDOWN,” you will know it is only a drill.
If you hear, “LOCKDOWN,” you will know it is a real incident and it is a lockdown situation. All students and staff are to remain inside, with doors locked.

In either situation you shall take the following precautions:
1. Close your doors and lock them
2. Have your students take cover away from the center of the room, out of sight from the windows.
3. Stay off the phone, you will be called if necessary. (This includes the use of cell phones.) Further directions will be given over the paging system or via email or text.
4. Reassure your students and remain calm.
5. An all-clear will be given over the paging system.

On the Playgrounds
The playground supervisors shall direct the students into the nearest classroom, take cover, and follow the above procedures.

In the Cafeteria
Students who are in the cafeteria shall stay there, move out of sight from the windows, take cover and follow the above procedures.

BELL SYSTEM
For Alarms
Fire Drill: 3 bells, pause, 3 bells, pause, repeat
Earthquake Drill: 1 long bell

Retaining Students During a Disaster
It shall be the policy of Finley Elementary School to hold all students during a disaster until clearance for their dismissal has been obtained from the office, or until picked up by a parent, legal guardian, or appropriately authorized individual.

According to Civil Defense authorities, school buildings, as a rule, represent more solid and safe construction than most homes or other dwellings. In addition, school grounds provide large clear and unobstructed areas for evacuation.

Release of Students
Students will be released during a disaster, occurring during the regular school day, only if their parents, legal guardians, or a previously designated adult comes to the school personally to pick them up.

The fact that parents know where their children are, that they are under the supervision and that precautions for their safety will be observed should help to prevent panic and confusion.

Participation in Drills
How one reacts in emergencies will depend largely on how well one has been trained to react. Therefore, frequent instruction and practice are important so that all involved react automatically to emergency signals and situations.

The Education Code of the State of California provides that the system of drills in the area of Civil Defense Preparedness and Fire, once adopted by a Board of Education, becomes a requirement for all students.

All occupants of the school site, including teachers, administrators, classified employees, and other adults or children must leave the school’s buildings during a drill. Students are to leave the buildings in an orderly and rapid manner.

Minimum drill requirements are listed on page 23. The more these drills become a matter of routine for the students, the less the students are apt to panic if a disaster occurs.

Staff members employed with the Holtville School District have access to CPR/First-Aid training every year from the school nurse. All staff is encouraged to keep their CPR certificates current and teachers are required to attend trainings that are held during staff meetings.

Signal Devices
A whistle, electronic alarm or messenger may serve as a signaling device. The electronic alarm is used for monthly fire drills. (See map) The whistle alarm is used for evacuation of the entire school whenever the electronic alarms are not working. A messenger would be used only on an "as needed" basis.

Emergencies during Breaks
In the event of an emergency during recess, passing period, or lunch break, students should line up in the area where they are located until the teacher comes out to get them.

Drills

Fire, Earthquake or Evacuation:

Signal:

- Short, intermittent signals are given via the school bell system until the conclusion of the drill and the issuance of the "All Clear" signal.

or

- A long whistle blast

Checklist:

- A map of evacuation routes posted near your "exit" door
- An emergency backpack with at least the following: student roster, evacuation map, list of special teams, buddy list, pen and pencil(s), red and green paper, red "flag"
- Emergency water

Procedure:

- Emergency drills are to be held a minimum of once per month
- At the sound of the alarm, students quietly line up to evacuate
- Students and adults evacuate the building to designated areas according to the Principal's prearranged plans
- The teacher will be the last person to leave the classroom, taking the class record and/or roll and keys with him/her, and closing the doors and windows if possible
- Teachers will not lock the door upon exiting
- Teachers will take attendance when the evacuation area is reached
- Teachers will hold the green "all clear" paper or red "problem" paper
- Students should remain quiet at all times
- DO NOT USE CELL PHONES! You may take yours with you, however, and you will be advised if they need to be used.
- The Command Center will be located in the open area, in the north field of the school.
- The containers marked with the Red Crosses will be taken immediately to the Command Center. These contain our emergency and search and rescue equipment
- First Aid should report to the Command Center and be ready for any emergencies
- Search and Rescue and First Response Teams should report to the Command Center
- Search and Rescue and First Response teams will search all rooms and report to the Command Center
- Student emergency cards will be located at the Command Center
- If the need arises to evacuate to our off-campus site, you will be advised by runners or by megaphone
- An ALL CLEAR bell will signal when it is safe to return to class

Reporting: All drills are recorded by the principal or vice-principal on the Emergency Drill Form and are available for review upon request.

Earthquake or Other Disaster:
Signal: Fire Alarm via bell system, a long blast on the whistle, or teacher/designee order to “drop”.
Note: In a real earthquake the shock or tremor will be the signal, in which case each teacher and his/her class will proceed immediately as indicated below.

Procedure: KEEP CALM – DO NOT RUN

If indoors:

- Move away from windows or other potential hazards such as bookcases
- Drop to the floor beneath a desk, chair, table or bench with back to any windows.
- If there is nothing to get under, get close to an inside wall, away from windows.
- In a bent, and crouched over position, bury face in the crook of one elbow, place the other hand over the back of the neck. (Duck and cover position)
- Cover the head with a coat or sweater or notebook if handy
- Be quiet so that directions may be given/heard
- Stay in drop position until the shaking subsides or until further directions are given
- After shaking is over, and/or evacuation signal is given, evacuate rooms and go to the designated area on the field as for fire/disaster
- When leaving a classroom building, take an emergency pack
- When going to the evacuation area, make every attempt to avoid any overhead power lines
- If an injured person must be left behind, tag the door with the red “flag” to alert Search and Rescue teams
- Follow the same procedures as for fire/disaster

If outdoors:

- Get clear of all buildings, overhead and/or exposed wires, windows or any other potential hazard (walls, power poles, trees, loose wires, metal fences, etc.)
- Lie flat on the ground and bury face in the crook of one elbow, place the other hand over the back of the neck
- When shaking has stopped, report to evacuation area on the field and wait for further instructions

Note:
The site supervisor has the option (after complying with the above) either to evacuate the buildings using the fire drills signals and procedures or to return to a regular school routine.

In the case of a real earthquake, the evacuation or fire drill signal is given to evacuate the buildings after the initial earthquake shocks have subsided. In the event of a loss of power, if in the judgment of the teacher it is advisable and necessary to evacuate the classroom for safety, the standard evacuation procedures should be followed.

Recall:
The Principal or Designee will use the regular signal, which calls all students into the buildings at any time.

Teachers and staff should:

- Assume drop position with students – if possible monitor student’s positions.
- Give directions to evacuate after the tremor has stopped if deemed safe – check outside the door first to see if debris is coming down.
- Evacuate students who can walk. Account for all students; locate missing students.
- If someone is injured and must be left behind, place a red flag (plastic) on the door indicating an emergency and escort the mobile students to their evacuation site. (Any students who can’t walk on their own should be left behind.)
- Take an emergency kit with students to the evacuation sites. Have the students sit down once the evacuation site is reached.
- Take roll on the student roster at the evacuation site – note which students are absent, which students are injured, and which students were left in the classroom or are missing. Send the student roster to the Command Center with a runner.

- Teachers pre-assigned to a Special Team must report to the Command Center for assignment while leaving the class with a fellow teacher.
- Teachers not assigned to a Special Team should remain with the student until given further instruction.

Remain calm and reassuring!

Emergency Checklist
_____ 1. A map of evacuation routes posted near your "exit" door?
_____ 2. An emergency backpack with at least the following: Student roster, evacuation map, list of special teams, list of buddies, ink pen, note cards, red paper & green paper, red "flag"
_____ 3. Information in first-aid/disaster kit near the door is up-to-date (copies of the class roster)
_____ 4. Bottled emergency water
_____ 5. Have students been trained to immediately "drop, cover, hold" and remain calm and undercover immediately upon feeling an earthquake tremor?
_____ 6. The class has been drilled on evacuation procedures, routes, and destinations
_____ 7. "Buddy" classrooms have drilled together so teachers have practiced their roles
_____ 8. The classroom has been checked for hazards – hazards corrected by the teacher (i.e. heavy boxes, books on top of cupboards) have been removed

Preparation and Prevention are key to minimizing casualties

Required Drill Schedule
Emergency drills will be held a minimum of once a quarter while school is in session. The principal or vice-principal will maintain a log of drills held each quarter.

Two types of practice drills are required each month as specified above. They are to be reported each year to the District Office on the Emergency Drills – Report form. More drills may be held at the option of the Principal. The Holtville Fire Department may call fire drills at any time.

Because a disaster can occur at any time of the day, when pupils may be in any given area, drills should be scheduled at various times and under varying circumstances. Pupils and staff should learn to respond properly to warning signals whether they are in the cafeteria, auditorium, on the school grounds, in the halls or corridors, or in the classroom. Specific instructions covering the above circumstances should be effectively communicated to all students.

Required Drills – Monthly Report Forms
A log and individual reports of all emergency drills that are held will be kept in the principal's office in a binder. It is available for viewing upon request. Drills are held a minimum of once a quarter. A copy of the drill form is on the following page.

PROCEDURES FOR SPECIFIC EMERGENCIES

Africanized Honey Bee
If a swarm of bees is spotted, follow these procedures:

1. Evacuate all students from areas near the swarm. Students and Teachers should stay away from the area until it is safe.

2. Notify the School Administration, who will…
a. Contact the Africanized Bee Hotline at 337-5386.
b. Notify the District Office immediately.
c. Upon consultation with the District Office, staff may contact Terminix as well.

Site staff should not attempt to deal with a bee swarm on school grounds

Bee Sting Emergencies
- Remove stinger quickly

- Remove stingers in a sideways scraping motion using a credit card, or something similar.
- Ice packs may reduce swelling (available in the office)
- A sting-kill ointment may reduce pain
- If the stinging victim shows signs of a systemic allergy, or swelling beyond two joints (i.e. if you are stung in the finger, and swelling extends through wrist and elbow) call 9-1-1 immediately.

What Students should know…
1. Africanized and domestic honeybees look the same to the naked eye, so stay away from all bees.
2. Africanized bees will build a nest almost anywhere, even on the ground.
3. If you know of any wild bee nest, notify an adult so that the nest can be removed.
4. Africanized bees defend a wide area around their home, so you may not even see the hive before the bees start buzzing around you.
5. Large numbers of Africanized bees are likely to sting when they sense someone too near their nest.
6. If you get stung or hear bee buzzing, get away as quickly as possible. Get into a building or car if possible.
7. A honeybee will leave its stinger in your skin if it stings you. You need to get the stinger out by scraping it away. Do not pinch or pull the stinger out. Put ice on a sting to reduce the swelling.

Air Pollution Alert
In the event of an air quality emergency, the District is notified by the Air Quality Management District of the nature of the episode.

The District next notifies each school site of the air quality alert.

Procedures:
1. Alert office staff and other personnel to the possibility of air pollution episodes.

STAGE 1 Alert (Unhealthful Air Quality)
A. Notify appropriate staff (nurse, P.E. teachers, classroom teachers who conduct outdoor activities, etc.) of the alert.
B. Staff who supervises pupils with special health problems, including heart and respiratory ailments, should instruct such pupils to follow precautions recommended by their physicians in refraining from all vigorous or strenuous activities until otherwise notified.
C. See that vigorous and strenuous outdoor activities such as running or competitions, which increase the respiration rate markedly for an extended time, are prohibited.

STAGE 2 Alert (Very Unhealthful Air Quality)
A. Practice sessions that involve vigorous and strenuous activities (either indoors or outdoors) that markedly increase the respiration rate for an extended time period must be cancelled and/or rescheduled.
B. Interscholastic contests may have to be rescheduled.
C. Remain alert to the possibility of a Stage 3 Alert or to the termination of the existing alert level.

STAGE 3 Alert (Hazardous Air Quality)
A. Continue actions taken in Stage 1 and Stage 2.
B. Take additional protective measures deemed necessary.
C. The Superintendent shall declare when and if the school day is to be shortened.
D. Keep the Superintendent apprised of any atypical local condition.
E. All persons are advised to remain indoors, keeping windows closed. All persons should minimize physical exertion and avoid traffic.

Adaptations for Students with Disabilities
Adaptations for students with disabilities may need to be implemented in emergencies such as fire, earthquake, bomb threats, etc. At the beginning of each school year, an Individual Education Plan must be completed to accommodate each student with disabilities. This includes students with physical impairments who may require a wheelchair daily, specialized/adaptive equipment, and physical assistance to evacuate safely and promptly. Each plan requires that support staff be designated as specialized assistants during times of emergency. The Site Principal is responsible for identifying all students who will require additional assistance working with the designated certificated staff (classroom teachers) and ensuring that coverage is in place and the plan is completed for each student.

Public Agency Use of School Buildings for Emergency Shelters
The Governing Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with the law, the suspension shall be imposed only when other means of correction fail to bring about proper conduct.

AR 5144.1 (a)

SUSPENSION AND EXPULSION/DUE PROCESS

Definitions

A suspension means the removal of a student from ongoing instruction for adjustment purposes. However, the suspension does not mean
any of the following:
1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of the day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means the removal of a student from the immediate supervision and control or the general supervision of school personnel.

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion.

Grounds for Suspension and Expulsion: Grades K-12
Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:
1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant
5. Committed or attempted to commit robbery or extortion
6. Caused or attempted to cause damage to school property or private property
7. Stole or attempted to steal school property or private property
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products
9. Committed an obscene act or engaged in habitual profanity or vulgarity
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code

11014.5
11. Knowingly received stolen school property or private property
12. Possessed an imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

AR 5144.1 (c)

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
16. Engaged in, or attempted to engage in, hazing
Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
17. Engaged in an act of bullying
Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.
Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

AR 5144.l(d)

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of communication including, but not limited to:
a. A message, text, sound, video, or image
b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31
19. Made terrorist threats against school officials and/or school property
A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent, that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the

the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance
of their duties.

AR 5144.l(e)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5
Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the the victim is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233
Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.
3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment

Suspension from Class by a Teacher

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended.
AR 5144.l(f)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee.

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended.

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal.

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certified employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.
The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence

causes a danger to persons.

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct.

When other means of correction are implemented prior to imposing a suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record.

AR 5144.l(g)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days.

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she maybe suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year.

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion.

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school.
2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.

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3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in-person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school.
4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference.
5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed:
a. The extension of the original period of suspension is preceded by a notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting

requested by the student or parent/guardian to challenge the original suspension.
b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.
c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting.

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d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above.

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915.

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to the disclosure of information that would violate a student's right to privacy under
Education Code 49073-49079.

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session.
On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply:

1. The on-campus suspension classroom shall be staffed in accordance with the law.
2. The student shall have access to appropriate counseling services.

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3. The on-campus suspension classroom shall promote the completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing.

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following

acts:

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous objects of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time.

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation.

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The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion.
If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation the agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student·and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or the sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness.

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to:

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1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an The expulsion process is pending.

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include:
1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney adviser. Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California. Non-attorney adviser means an individual who is not an attorney or lawyer, but who is familiar
with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing

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8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses
Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students
If the student-facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing.
If the student-facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing.
Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call.

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that the privacy rights of other students are not
violated.

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session.
If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television.

2. Record of Hearing: A record of the hearing shall be made and maybe maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
(Education Code 48918(g))

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3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government
Code 11455.20. Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below.
4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.
5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
a. Any complaining witness shall be given five days' notice before being called to testify.

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b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support people. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
(3) The person conducting the hearing may:
(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school if there is no good cause to take the testimony during other hours

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(c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed.

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certified personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed.

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult It with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final.

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order.

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation.

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Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If expulsion is ordered during the summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred.

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include:

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol maybe required to enroll in a county-sponsored drug rehabilitation program before returning to school.

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12"

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2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian
3. Notice of the right to appeal the expulsion to the County Board
4. Notice of the alternative educational placement to be provided to the student during the time of the expulsion
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll in the student's status with the expelling district, pursuant to Education Code 48915.1

The decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

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5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.l(b).
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board.

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation.
If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these

documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities
Prior to the suspension or expulsion of any student, the principal or designee shall notify the appropriate city or county law enforcement
authorities of any student act of assault which may have violated Penal Code 245.

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student act involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(l) or (5) or Penal Code 626.9 and 626.10.

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

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Placement During Expulsion

The Board shall refer expelled students to a program of study that is:
1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school.

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in
1 any of grades 7-12.
Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for an open session is received from the parent/guardian or adult
student, it shall be honored to the extent that the privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

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4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative education program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the

Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system.

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s).

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the the student subsequently enrolls upon written request by that school.

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district.

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government
Code 11455.20. Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below.
4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.
5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
a. Any complaining witness shall be given five days' notice before being called to testify.

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b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support people. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement

of complaints, the district shall provide a nonthreatening environment.
(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
(3) The person conducting the hearing may:
(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school if there is no good cause to take the testimony during other hours

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(c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed.

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certified personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed.

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult It with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final.

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order.

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation.

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Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If expulsion is ordered during the summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred.

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include:

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol maybe required to enroll in a county-sponsored drug rehabilitation program before returning to school.

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12"

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2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian
3. Notice of the right to appeal the expulsion to the County Board
4. Notice of the alternative educational placement to be provided to the student during the time of the expulsion
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll in the student's status with the expelling district, pursuant to Education Code 48915.1

The decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

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5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.l(b).
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board.

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation.
If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities
Prior to the suspension or expulsion of any student, the principal or designee shall notify the appropriate city or county law enforcement
authorities of any student act of assault which may have violated Penal Code 245.

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student act involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(l) or (5) or Penal Code 626.9 and 626.10.

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

AR 5144.l(t)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is:
1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school.

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in 1 any of grades 7-12.
Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for an open session is received from the parent/guardian or adult
student, it shall be honored to the extent that the privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

AR 5144.l(u)

4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative education program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system.

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s).

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the the student subsequently enrolls upon written request by that school.

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district.

Discrimination and Harassment
Policy 0410: Nondiscrimination In District Programs And Activities
Original Adopted Date: 06/28/2012 | Last Revised Date: 07/17/2017 | Last Reviewed Date: 07/17/2017
Status: ADOPTED

The Board of Education is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups and, as applicable, to the public. As appropriate, such notification shall be posted in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on the district's web site and, when available, district-supported social media.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Celso Ruiz, Superintendent
621 East 6th Street, Holtville, CA 92250
760-356-2974
celso@husd.net

Policy 5145.3: Nondiscrimination/Harassment
Original Adopted Date: 06/19/2003 | Last Reviewed Date: 06/19/2003
Status: ADOPTED

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

The Board of Education shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The schools shall provide male and female students with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

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

Superintendent
621 E. Sixth St.
(760) 356-2974

Any student who feels that he/she is being harassed should immediately contact either the nondiscrimination coordinator or the principal or designee. If a situation involving harassment is not promptly remedied by the nondiscrimination coordinator, principal or designee, a complaint may be filed with the Superintendent or designee who shall determine which complaint procedure is appropriate.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
Holtville Unified School Districts SIS system automatically tracks all students disciplinary history, and when a student is guilty of falling under the definition of a "Dangerous Pupil" our SIS system places a red "SSA" (Safe School Act Notification) box at the top right-hand corner of that student's information screen that is accessible by all teachers, notifying teachers of that students SST status.

The Holtville Unified School District Governing Board has established procedures to ensure the safety of students, parents, and school employees. The following is a list of board policies and administrative regulations that address the procedures to notify teachers of dangerous students:

- Board Policies

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

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

Local Law Enforcement/Probation shall provide to the administration of Holtville Unified School District information on each student who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assign appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Aggressive Behavior in Students
Creating a safe school requires having preventive measures in place for children's mental and emotional health. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Staff members at Holtville Unified School District have received training in conflict resolution and confrontation skills. Holtville Unified School District uses a comprehensive approach to school violence prevention. Students are identified in their school career using measures shown to be highly effective in identifying students with antisocial and aggressive tendencies. These measures include:
(a) the number of disciplinary referrals to the office, (b) observed aggressive behavior, and (c) teacher observation.

Mental Health Programs
Assigned to Holtville Unified School District are two part-time school psychologists, two counselors, and one school nurse. District programs contributing to mental health goals include: The district utilizes local police, sheriff, and narcotic agencies and the Imperial County Office of Education resource programs for drug and alcohol prevention. HUSD also allows high school clubs to promote abstinence from drugs and alcohol. Staff shall identify students in need and bring forth the student and the family to the school's student study team. Staff shall implement the EDCR Incident Crisis Response Plan for "suicide" in cases where a student exhibits specific characteristics. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted.

Professional Development
The Holtville Unified School District provides professional development for teachers, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self-confidence and self-control to develop personal and social responsibility and to enhance academic success.

Student Recognition Programs
Holtville Unified School District offers recognition and award programs. Recognition is given for academic achievement, Accelerated Reader, attendance, agricultural projects, music and band, art, extracurricular achievement, and athletics.

Plan(s) and method(s) are available to identify isolated and troubled students, help foster positive relationships between school staff and students, and promote meaningful parental and community involvement.

(E) Sexual Harassment Policies (EC 212.6 [b])
Discrimination and Harassment Policies

The Holtville Unified School District Governing Board has established procedures to ensure the safety of students, parents, and school employees. The following is a list of board policies and administrative regulations that address the discrimination and harassment policies:

- 4119.11 – Sexual Harassment
- 5145.3 – Nondiscrimination/Harassment

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

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

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.
Disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Nondiscrimination and Fair Treatment of Students
A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and to help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members shall:

- Be treated with dignity, respect, and fairness
- Encourage and maintain high expectations
- Model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity
- Contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities, and programs through participation and cooperation in support of the education of all students.

A copy of the “Parent-Student Handbook” is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District’s policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students’ clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

The Holtville Unified School District Governing Board has adopted a dress code. This is sent home the first day of school with the enrollment packet, If a student wears clothing not within the appproved limits, parents will be notified and asked to bring proper clothing to the school for the student to change into. In an effort to keep students in the classrom, students may be loaned approcpriate clothing, if avaialbble, so they may return directly to their class.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
The Holtville Unified School District Governing Board has established procedures to ensure the safety of students, parents, and school employees. The following is a list of board policies and administrative regulations that address the procedure for safe ingress and egress to and from school:

- 3540 – Transportation
- 3541.2 – Transportation for Students with Disabilities
- 4112.42 – Drug and Alcohol Testing for School Bus Drivers
- 5142.2 – Safe Routes to School Program

Safe Routes To School Program

AR 5142.2(a)
Students

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:
1. Education activities that promote safety and awareness, such as:
a. Instructing students about pedestrian, bicycle, and personal safety
b. Instructing students about the health and environmental benefits of walking, bicycling, and other forms of active transport to school
c. Offering driver safety education to high school students, parents/guardians, and the community
2. Encouragement strategies designed to generate interest in active transport to school, such as:
a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed
b. Organizing special events and activities, such as Walk or Bike to School Day, international Walk to School Month, or year-round competitions
c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options
3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:
a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

AR 5142.2(b)

b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns
c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or non-motorized scooters wear helmets
in accordance with Vehicle Code 21212
4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:
a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school
b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas
d. Considering safe routes to school when making decisions about siting and designing of new schools
5. Evaluation to assess progress toward program goals, including:
a. Gathering and interpreting data based on indicators established by the Superintendent or designee and the Governing Board
b. Presenting data to the Board, program partners, and the public

AR 5142.2(c)

c. Recommending program modifications as needed

Proceedures by School Sites.

HOLTVILLE HIGH SCHOOL

Ingress Procedures

Students are to enter from the East or South sides of campus and then go to the appropriate playground area.

All bus students are to be dropped off at the bus stop on the East side of the school and proceed to the grass areas inside the campus area, t.

All students arriving in cars may use the loading and unloading areas around the school. Parents may not use these areas as parking areas to walk their children to their classrooms. Parents wanting to get off of their vehicles must use other parking areas not designated as pick-up or drop-off areas. Students being dropped off must proceed to the area center of the campus. .

Egress Procedures

All bus students are to report to the bus zone East side of the school and wait under the supervision of the bus duty supervisors. Students will load on the buses according to their route and be in line and ready to go as soon as the bus supervisor signals for them to line up.

All students being transported by cars immediately after school lets out are to report to the pick-up areas assigned by the school or to areas prearranged by the parents as a pick-up point.

All students who walk home or ride their bikes to school must walk on the side walks or appropriate side of the street and cross streets only in areas where there are designated cross walk areas. If there is a crossing attendant present, students must follow the directions of the crossing attendant and cross when instructed. Students riding their bikes must dismount and walk their bikes across the crosswalk areas.

Students who stay after school for tutoring or homework center must make prior arrangements with parents to meet at a predestinated area.

HOLTVILLE MIDDLE SCHOOL

Ingress Procedures

Students are to enter from the North or South door and then go to the appropriate playground area.

All bus students are to be dropped off at the front of the school and proceed to the cafeteria or the appropriate playground area, the primary playground. Students must proceed to supervised playground areas and may not meander around their classrooms.

All students arriving in cars may use the loading and unloading areas around the school. Parents may not use these areas as parking areas to walk their children to their classrooms. Parents wanting to get off of their vehicles must use other parking areas not designated as pick-up or drop-off areas. Students being dropped off must proceed to the cafeteria or the appropriate playground. Students must proceed to supervised playground areas and may not meander around their classrooms.

Egress Procedures

All bus students are to report to the bus zone (upper grade playground area) and wait under the supervision of the bus duty supervisors. Students will load on the buses according to their route and be in line and ready to go as soon as the bus supervisor signals for them to line up.

All students being transported by cars immediately after school lets out are to report to the pick-up areas assigned by the school or to areas prearranged by the parents as a pick-up point.

All students who walk home or ride their bikes to school must walk on the side walks or appropriate side of the street and cross streets only in areas where there are designated cross walk areas. If there is a crossing attendant present, students must follow the directions of the crossing attendant and cross when instructed. Students riding their bikes must dismount and walk their bikes across the crosswalk areas.

Students who stay after school for tutoring or homework center must make prior arrangements with parents to meet at a predestinated area.

FINLEY ELEMENTARY SCHOOL
Ingress Procedures

Students are to enter from the North or South door and then go to the appropriate playground area.

All bus students are to be dropped off at the bus stop on the North side of the school and proceed to the cafeteria or the appropriate playground area, the primary playground (for grades K-2), or the secondary playground (for grades 3-5). Students must proceed to supervised playground areas and may not meander around their classrooms.

All students arriving in cars may use the loading and unloading areas around the school. Parents may not use these areas as parking areas to walk their children to their classrooms. Parents wanting to get off of their vehicles must use other parking areas not designated as pick-up or drop-off areas. Students being dropped off must proceed to the cafeteria or the appropriate playground. Students must proceed to supervised playground areas and may not meander around their classrooms.

Egress Procedures

All bus students are to report to the bus zone (upper grade playground area) and wait under the supervision of the bus duty supervisors. Students will load on the buses according to their route and be in line and ready to go as soon as the bus supervisor signals for them to line up.

All students being transported by cars immediately after school lets out are to report to the pick-up areas assigned by the school or to areas prearranged by the parents as a pick-up point.

All students who walk home or ride their bikes to school must walk on the side walks or appropriate side of the street and cross streets only in areas where there are designated cross walk areas. If there is a crossing attendant present, students must followthe directions of the crossing attendant and cross when instructed. Students riding their bikes must dismount and walk their bikes across the crosswalk areas.

Students who stay after school for tutoring or homework center must make prior arrangements with parents to meet at a predestinated area.

PINE ELEMENTARY SCHOOL

Ingress Procedures

Students are to enter from the North or South door and then go to the appropriate playground area.

All bus students are to be dropped off at the bus stop on the North side of the school and proceed to the cafeteria or the appropriate playground area, the primary playground (for grades K-2), or the secondary playground (for grades 3-5). Students must proceed to supervised playground areas and may not meander around their classrooms.

All students arriving in cars may use the loading and unloading areas around the school. Parents may not use these areas as parking areas to walk their children to their classrooms. Parents wanting to get off of their vehicles must use other parking areas not designated as pick-up or drop-off areas. Students being dropped off must proceed to the cafeteria or the appropriate playground. Students must proceed to supervised playground areas and may not meander around their classrooms.

Egress Procedures

All bus students are to report to the bus zone (upper grade playground area) and wait under the supervision of the bus duty supervisors. Students will load on the buses according to their route and be in line and ready to go as soon as the bus supervisor signals for them to line up.

All students being transported by cars immediately after school lets out are to report to the pick-up areas assigned by the school or

to areas prearranged by the parents as a pick-up point.

All students who walk home or ride their bikes to school must walk on the side walks or appropriate side of the street and cross streets only in areas where there are designated cross walk areas. If there is a crossing attendant present, students must follow the directions of the crossing attendant and cross when instructed. Students riding their bikes must dismount and walk their bikes across the crosswalk areas.

Students who stay after school for tutoring or homework center must make prior arrangements with parents to meet at a predestinated area.
Sam Webb High School

Sam Webb High School and The Freedom Academy of Imperial Valley

Ingress Procedures
Students are to enter from the North or South gates then go to the appropriate classroom. No buses come directly to the schools so students arive from buses that stop at the High School. Students then walk across the teachers parking lot into the south facing gate for the schoool.

Egress Procedures
All students being transported by cars immediately after school lets out are to report to the pick-up areas assigned by the school or to areas prearranged by the parents as a pick-up point.

All students who walk home or ride their bikes to school must walk on the side walks or appropriate side of the street and cross streets only in areas where there are designated cross walk areas. If there is a crossing attendant present, students must follow the directions of the crossing attendant and cross when instructed. Students riding their bikes must dismount and walk their bikes across the crosswalk areas.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
The Holtville Unified School District Governing Board has established procedures to ensure the safety of students, parents, and school employees. The following is a list of board policies and administrative regulations that address the procedure for a safe and orderly school environment conducive to learning:

- 3515 – Campus Security
- 3515.2 - Disruptions
- 3515.3 – District Police/Security Department
- 3515.7 – Firearms on Campus
- 3516 – Emergencies and Disaster Preparedness Plan
- 3516.5 – Emergency Schedules

Campus Supervisor and Administrative Positions
Schools can enhance physical safety by monitoring the surrounding school grounds, including landscaping, parking lots, and bus stops. Students can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

Holtville Unified School District employs principals, vice-principals, and campus supervisors whose jobs are designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The individuals have developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to each respective school. Furthermore, recognizing that students are often the first to know of dangerous plans or actions, the administrative staff at Holtville Unified School District makes themselves available for a student to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, students are taught not to keep secrets. Effective relationships between administrators, teachers, support staff, and students help initiate appropriate investigations, help staff learn of suspects in school offenses and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes
Holtville Unified School District recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and students from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff of the Holtville Unified School District will maintain

(in the student's record) custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

Enhancing Physical Safety Practices
Schools can enhance physical safety by adjusting traffic flow patterns to limit the potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school. Holtville Unified School District offers many invitations throughout the year for parents to become involved at school. The district also routinely provides parents with information on student pick-up locations and traffic areas of concern. Multiple crossing guards are in place to ensure student safety around school grounds.

Schools can enhance physical safety by conducting a building safety audit in consultation with local law and fire enforcement. Specific site issues are addressed in their individual school safety plans.

Visitors and Disruptions to Educational Process
Holtville Unified School District is aware of the laws, policies, and procedures, which govern the conduct of visitors to the school campus. Holtville Unified School District uses continuing efforts to minimize the number of a campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the principals, campus supervisors, and staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing.

To ensure the safety of students and staff and avoid potential disruptions, all visitors to the campus, except students of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

Holtville Unified School District has established a visible means of identification for visitors while on school premises (i.e. Visitor Pass). Furthermore, the principal, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

Holtville Unified School District has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

Holtville Unified School District's notice and removal system establish sufficient documentation for civil law remedies as needed. For

continuing disruptive behavior by a visitor or outsider, Holtville Unified School District school sites shall contact the district office to determine whether to file for a temporary restraining order and injunction.

Parent/Guardian Involvement

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by Informing them about discipline policies, procedures, and rules, and about their children's behavior, desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Holtville Unified School District:

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs
- Has established a school visitation procedure
- Provides notifications to parents
- Uses the School Accountability Report Card as a procedure to communicate to parents
- Provides several opportunities for Teacher-Parent Conferences
- Maintains an effective homework policy

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Students are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Training and Community Resources for Parents

Holtville Unified School District advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social- development.

Megan's Law Notification

The staff of the Holtville Unified School District shall receive Megan's Law Sex Offender Information from local law enforcement. This information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high-risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

Problem Solving Teams

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. Collaborative problem-solving teams are viewed as essential to successful prevention and intervention with aggressive behavior. Holtville Unified School District utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the student. The goal is to help identify, clarify, analyze and resolve issues concerning students' educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

Community Linkages

When working with parents and students with specific issues, the staff at Holtville Unified School District will provide information to the families regarding available community resources. The staff of Holtville Unified School District shall work closely with recognized local city, county and state agencies.

Element:

Established by the Holtville Unified School District

Opportunity for Improvement:
Year Around

All Schools..

Safe Student Loading Zone
An adult supervisor escorts primary students to vehicles in the designated loading zone near the Kindergarten wing. Parents should not to pick up in the Bus Loading Zone. There is a loading zone located on the west side of the campus on Chestnut Street.

Basic Repairs in Classrooms
These are reported to Mr. Celso Ruiz, Superintendent or Mr. Miguel Mata, Maintenance Director

- Install new playground equipment
- Shade trees in Emergency Assembly Area
- Safe student loading zone
- Articulated parent emergency pick-up plan, including a planned Emergency Drill where parents are asked to participate
- Updated bathroom facilities
- Additional grass and shade on campus
- Basic repairs in classrooms

Safe Playground Equipment

Newer and safer playground equipment needs to be purchased and installed for the students at Holtville Middle School.

Shade Trees in Emergency Assembly Area

The Emergency Assembly Area has only a few shade trees – not enough for the entire student body to sit under in the summertime. Additional trees need to be planted and nurtured in this area.

Safe Student Loading Zone (rewrite….)

After school, an adult supervisor escorts primary student to the designated loading zone near the 5th grade wing. She then assists students in crossing the street when necessary. Older students often do not exit the campus through this designated zone, often crossing the street in between buses. Parents often encourage their children to cross in this manner.

Articulated Parent Emergency Pick-up Plan

Holtville Middle School needs to formulate and articulate a parent emergency pick-up plan in case it becomes necessary to have students exit the campus from the Emergency Assembly Area. Bus drivers also need to be aware of the plan so that they know where to load students. It is recommended that Holtville Middle School hold a drill on one of our future early-release days so that parents and bus drivers can practice the procedures.

Additional Grass and Shade on Campus

Overall beautification of our campus is an ongoing project with grass being watered to trees (when donated) being planted. The play area (north-east area of campus) is an area of priority for grass and shade.

Basic Repairs in Classrooms

Objectives	Action Steps	Resources	Lead Person	Evaluation
Review current documents	Form committee bring in all stakeholders	Purchase as necessary	Administrative staff, District and Site	Every year
Evaluate expert advice for changes	Form committee bring in all stakeholders	Purchase as necessary	Administrative staff, District and Site	Every year
Implement necessary changes	Make Changes to current plan and implement	Purchase as necessary	Administrative staff, District and Site	Every year
Practice changes with all stakeholders	Practice with all stakeholders	Purchase as necessary	Superintendent	Every year

(K) Hate Crime Reporting Procedures and Policies
Hate-Motivated Behavior

BP 5145.9(a)

Students

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

AR 5145.3(a)
Students

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, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, 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, 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:

Superintendent or Designee
621 E. Sixth St Holtville, CA 92250
(760) 356-2974

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 on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.
2. Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following:
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 with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:
(1) 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
(2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
(3) 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
3. 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. (Education Code 234.1)
4. 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.
5. The Superintendent or designee shall 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.
6. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and 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.
7. 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.
8. 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 he/she knew was not true.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly

encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is 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 verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or 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 of his/her gender, 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 he/she was assigned at birth.

Regardless of whether they are sexual in nature, 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 are prohibited. 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 his/her gender identity
2. Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her 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 his/her gender identity
4. Taunting a student because he/she 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. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) 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 his/her private information and the district shall only disclose the information to others 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 he/she 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 his/her 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 his/her 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 his/her gender identity and begin to treat the student consistent with his/her 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, his/her parents/guardians to identify and develop strategies for ensuring that the student's access to education 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 his/her 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 his/her 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, inter-mural 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, access to a staff member's office, 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 he/she is transgender or gendernonconforming.
In addition, a student shall be permitted to participate in accordance with his/her 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 his/her 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 S CCR 432 shall only be changed with proper documentation. However, at the written request of a student or, if appropriate, his/her

parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.
6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her 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 his/her gender identity, subject to any dress code adopted on a school site.

Violence Hotline
At Holtville Unified School District, signs and other information pertaining to the “District’s Violence Hotline” shall be placed in visible location in buildings/classrooms at all school sites.

The school provides a way for each student to safely report and be protected after the reporting of troubling behaviors that the student thinks may lead to dangerous situations, such as potential school violence.

Holtville Unified School District's administrators, teachers, families, students, support staff, and community members recognize and take appropriate action of early warning signs related to violence, substance abuse, and other at-risk concerns.

(J) Procedures to Prepare for Active Shooters
ACTIVE SHOOTER (Preparation)

A. Purpose:
Holtville Unified School District recognizes that schools remain one of the safest workplaces in the United States, but active shooter situations remain a possibility for any school.
Therefore, the purpose of this section is to take steps to prepare for an active shooter event. Prevention of an active shooter situation occurs through general crime prevention and
security measures already taken by schools.

B. Background:
1. In most cases, an Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area:
a) active shooters use firearms(s), and
b) there is no pattern or method to their selection of victims.
2. Active shooter situations are unpredictable and evolve quickly.
3. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over before law
enforcement arrives on the scene (typically within 10 to 15 minutes), individuals must be prepared to deal with an active shooter situation, both mentally and physically.

C. Reference: Holtville Unified School District researches response processes by creating district- and site-level safety teams, participating in relevant and current professional learning in school safety, and collaborating with local law enforcement and educational partners in creating safety plans. Each school site then takes those district-wide plans and modifies them taking into account physical age, developmental level, and physical limitations of students and staff. School sites also consider their school sites' building design and layout, staff numbers, gated and open areas, and more in developing their active shooter responses.

D. Concepts: General concepts in an active shooter involve the need to make critical decisions in seconds, possibly with incomplete information.

Each school advises staff, and stakeholders then takes an active role in practicing the site's active shooter response. The current plan is,

1. EVACUATE (Flight/Run): If the location of the threat is known and is far away or the threat is not imminent, students and staff may use an EVACUATE action. Students and staff may self-EVACUATE and not wait for guidance from school administration. See the Emergency Response Guidelines for more information about the EVACUATE action.
a) Flee or run from the situation:
i. Using standard classroom doors.
ii. Using non-traditional exits such as windows.
b) If there is an accessible escape path, attempt to evacuate the premises. Pre-incident planning should make every staff member aware of their surroundings and mentally pre-plan an
escape route:
i. Take note of the two nearest exits.
ii. Evacuate regardless of whether others agree to follow.
iii. Leave your belongings behind.
iv. Help others escape, if possible.
v. Prevent individuals from entering an area where the active shooter is or may be.
vi. Keep your hands visible (universal surrender position, hands empty, palms up and fingers spread.
vii. Follow the instructions of any police officers.
viii. Do not attempt to move wounded people.
ix. Call 911 when you are safe to do so.

2. LOCKDOWN (Hide): If the location of the threat is unknown or is close by or if it is not safe to EVACUATE, students and staff may use a LOCKDOWN action. Students and staff may self-initiate a LOCKDOWN action. See the Emergency Response Guidelines for more information about the LOCKDOWN action.
a) To prevent an active shooter from entering your hiding place:
i. Close the door. Teachers should keep their classroom door locked at all times, so all they have to do during an emergency is close the door.
ii. Blockade the door with heavy furniture (fortify your position).
b) Take cover. Your hiding place should:
i. Be out of the active shooter's view.
ii. Provide protection if shots are fired in your direction.
a. Hide in a closet or restroom with a closed and locked door.
b. Hide behind large sturdy objects.
iii. Do not trap yourself or restrict your options for movement
c) Silence your cell phone and/or pager
d) Turn off any source of noise (e.g., radios, televisions, etc.)
e) Remain calm.
f) Dial 911, if possible, to alert police to the active shooter's location:
i. If you cannot speak, leave the line open and allow the dispatcher to listen.

3. Fight: If the location of the threat is imminent, do what you can to protect yourself by fighting back. Only as a last effort and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter:
a) Use available means to distract, deter, or defeat the attacker.
b) Physically confront the shooter, acting as aggressively as possible against him/her:
i. Throwing items and improvising weapons.

E. Procedures and Processes: Schools must include here the processes they plan to implement in an active shooter situation. It is important to include the following areas:
1. Alerting & Notifications: Describe who and how notifications are made.
2. Response Processes: Describe what the expectations are for staff:
a) In imminent danger
b) In the vicinity of danger
c) Away from area of danger
d) Outside or off-campus
3. Accountability: Describe accountability for students, staff, and visitors in an active shooter situation. While this may rely heavily on standard accountability for other hazards, if LOCKDOWN is used, identify how the "all clear" is indicated or relayed. If the EVACUATE is utilized, identify what the accountability process is for persons who may have fled the campus

F. Training:
1. Initial Training
2. Recurrent Training
G. Exercising: Indicate the:
a) Frequency of exercises for active shooters.
b) Types of active shooter exercises such as drills, tabletop exercises, and full-scale exercises.

Procedures for Preventing Acts of Bullying and Cyber-bullying
Procedures for Preventing Acts of Bullying and Cyber-bullying
Bullying

BP 5131.2(a)

Students

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

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

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

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

BP 5131.2(b)

Bullying Prevention
To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

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

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice. The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying

perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including Jaw enforcement in instances of criminal behavior

BP 5131.2(c)

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

Intervention Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the
parents/guardians of victims and perpetrators and may contact law enforcement.The Superintendent, principal, or principal's designee may refer a victim,
witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance
personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.
(Education Code 48900.9)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint. Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

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

BP 5131.2(d)

student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed. When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints
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.

Discipline

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

accordance with district policies and regulations.

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

Opioid Prevention and Life-Saving Response Procedures

The protocol is to follow the California Department of Public Health Naloxone (Narcan) Standing Order in the event of a suspected opioid overdose. The standing order authorizes entities in California to distribute Narcan to individuals at risk of opioid overdose. We are also covered by California's Good Samaritan Law to administer Narcan. See the attachments for the updated standing order by the California Department of Public Health. It was renewed on 6/27/23 and it is valid until 6/27/25. There are at least two boxes of Narcan located at each school site. See attachments for school maps with Narcan locations. School nurses, nurse clerks/health aides, SRO, and school administration have been trained to administer Narcan.

Response Procedures for Dangerous, Violent, or Unlawful Activities

The procedures to assess and respond to reports of any dangerous, violent, or unlawful activity being conducted or threatened to be conducted at the school, or an activity sponsored by the school will depend on the severity of the activity being reported. For procedures to assess and respond to reports of any dangerous, violent, or unlawful activity being conducted or threatened to be conducted on a school bus serving the school, refer to the Bus Disaster section of the plan.

In the event of any dangerous, violent, or unlawful activity being conducted or threatened to be conducted at the school, or an activity sponsored by the school, the immediate response of staff and students will depend on the location of the threat. There may be situations where part of the school enacts a SECURE action, while another part of the school enacts an EVACUATE or a LOCKDOWN action.

EVACUATE

If the location of the threat is known and is far away or the threat is not imminent, students and staff may use an EVACUATE action. Students and staff may self-evacuate to a safe location away from campus and not wait for guidance from the school administration. See the Emergency Response Guidelines for more information about the EVACUATE action.

SECURE

If the location is close, but an EVACUATE action is not possible, students and staff may use a SECURE action.

Get Inside, Lock Outside Doors. Bring people into a secure building and lock all outside access points. Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building. The ability to leave the school grounds in regularly scheduled situations (i.e. end of classes, job commitment) may have to be delayed until the area is safe. Students and parents may be inconvenienced by these directives. During the SECURE action, students and staff will be retained on school grounds and entry onto school grounds will be prevented. There may be a controlled release in which parents/guardians may be asked to pick up students, buses may run as normal, and there may be additional law enforcement presence.

LOCKDOWN

If the location of the threat is unknown or is close by or if it is not safe to EVACUATE, students and staff may use a LOCKDOWN action. Students and staff may self-initiate a LOCKDOWN action. See the Emergency Response Guidelines for more information about the LOCKDOWN action. If the location of the threat is imminent, do what you can to protect yourself by fighting back.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 7/11/2025 and adopted by Holtville Unified School District on 8/18/2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

The ICP is designed to:

Minimize instructional disruptions caused by emergencies or disasters

Ensure continuity of learning through remote or independent study options

Provide timely and effective communication to students, families, and staff

Address the social-emotional, mental health, and academic needs of all pupils

Maintain compliance with federal and state laws related to instruction, equity, and access

The plan will be reviewed and updated at least annually, or following a significant emergency event, in collaboration with educational partners and community stakeholders. Revisions will reflect lessons learned, feedback, and changes in policy or local conditions.

Engagement with Pupils and Families
Protocol for Engagement
Protocol for engagement with pupils and their families.

As required, Holtville Unified School District will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

To ensure equitable access to learning and maintain strong school-home partnerships during periods of instructional disruption (e.g., emergencies, remote learning, or hybrid instruction), the following protocols will guide how we engage with pupils and their families:

1. Communication Structures

Regular Updates: Weekly updates will be sent via email, text, and/or phone calls to inform families of learning expectations, schedules, resources, and support services.
Two-Way Communication: Staff will maintain open lines of communication via multiple platforms (Remind, email, phone, RingCentral) to allow families to ask questions or express concerns.
Language Access: All communication will be translated into families' home languages. Bilingual staff and interpreters will be available as needed.

2. Attendance and Wellness Check-Ins

Daily Engagement Tracking: Teachers will document student engagement daily through attendance in live sessions or submission of assigned work.
Wellness Checks: Counselors, community liaisons, or attendance teams will conduct outreach (via phone or home visits if necessary) for students who are disengaged or absent for more than 2 consecutive days.
Tiered Support System: A multi-tiered system will be in place to respond to student absences or disengagement, starting with phone calls and escalating to wellness checks and SST (Student Support Team) referrals.

3. Academic Support and Access

Personalized Outreach: Teachers will reach out individually to students and families when academic progress is a concern.

Technology Support: The school will provide ongoing tech assistance, including hotlines and in-person troubleshooting for devices, connectivity, or platform access.
Learning Resources: Printed materials and alternative formats will be provided for students who have limited internet access or need accommodations.

4. Family Engagement and Training

Virtual Family Workshops Regular workshops and Q\&A sessions will help families understand online platforms, grading expectations, and how to support learning at home.
Feedback Opportunities: Families will be invited to participate in surveys and focus groups to evaluate and inform school practices during periods of instructional disruption.

5. Equity and Cultural Responsiveness

Home Environment Considerations: Teachers and staff will demonstrate flexibility and cultural sensitivity regarding students' home responsibilities, learning spaces, and challenges.
Inclusive Planning: Engagement strategies will be developed with input from families representing diverse communities, including foster youth, English learners, and students with disabilities.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- via Remind/ParentSquare

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

Phone Calls: Direct outreach by teachers, counselors, and school staff to check in on student progress, well-being, and family needs.
Email Communication: Regular updates from teachers and school leadership, as well as responses to parent inquiries.
Text Messaging Platforms: Tools such as Remind or RingCental used for quick, accessible communication in multiple languages.
Parent Portal Access: Synergy ParentVue and StudentVue platforms where families can view grades, attendance, and teacher feedback.
Virtual Meetings: Scheduled Zoom or RingCentral conferences for academic updates, IEP meetings, and student support discussions.
Home Visits (when appropriate): Conducted by community liaisons, attendance teams, or counselors for students with persistent disengagement or who require additional support.
Printed Communication: Flyers, newsletters, or letters sent home with students or via mail, especially for families with limited internet access.
In-Person Office Hours: Opportunities for families to meet with school personnel by appointment, following district safety protocols.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In the event of unforeseen disruptions such as power outages, natural disasters, or damage to infrastructure that hinder digital communication, the school will implement the following contingency plans to maintain consistent two-way engagement with pupils

and their families:

1. Multi-Modal Communication Strategy

Non-Digital Backup Plans: Printed materials, newsletters, and instructions will be prepared and distributed in advance (or by mail/delivery as needed) to ensure families have access to learning guidance and contact information during outages.
Phone-Based Outreach: School staff will use district-issued mobile devices to continue contact via phone calls and SMS if internet connectivity is compromised.
Local Radio or Community Bulletin Boards: In coordination with local agencies, the school will provide key updates through local radio stations or posted notices at designated community centers, especially in rural or low-access areas.

2. Community Liaison and Home Visit Support

On-the-Ground Communication Teams: Bilingual community liaisons and designated staff will conduct home visits or wellness checks, particularly for high-need families, to deliver materials and maintain communication when remote access is unavailable.
Hub Site Deployment: If safe and feasible, designated school or district locations will serve as in-person support hubs where families can receive updates, resources, and check-in with staff.

3. Redundancy in Messaging Tools

Platform Flexibility: Messaging apps used by the school (e.g., Remind, RingCentral) allow both SMS and app-based notifications. This redundancy helps ensure communication continues even when one platform is disrupted.
Paper-Based Emergency Contact Cards: All families will receive printed cards listing emergency contact numbers, school leadership, and communication instructions in case digital systems are down.

4. Staff Coordination

Internal Response Protocols: Staff will follow a tiered response protocol for maintaining communication responsibilities during outages, including using alternate devices, buddy systems, and pre-assigned roles.
Daily Status Checks: During extended outages, staff will coordinate daily check-ins to report student status and engagement, enabling timely follow-up and support.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

To ensure all students are supported holistically during times of instructional disruption or transition, the school has implemented a coordinated, tiered approach to identify and address social-emotional, mental health, and academic needs. These efforts are grounded in equity and aligned with best practices in trauma-informed care and whole-child education.

1. Universal Screening and Early Identification

Academic Progress Monitoring: Ongoing review of formative assessment data, attendance, and participation metrics to flag students who may require academic intervention.
Staff Referrals: Teachers and staff are trained to recognize signs of emotional distress and disengagement and can refer students to the school support team.

2. Tiered Systems of Support

Tier 1: Universal Supports

Implementation of daily SEL practices such as morning meetings or check-ins.
Access to embedded social-emotional learning curricula (e.g., Second Step).
Culturally responsive instruction and inclusive classroom strategies to build belonging and engagement.

Tier 2: Targeted Supports

Small group counseling sessions facilitated by school counselors, social workers, or mental health providers.
Targeted academic interventions during designated intervention blocks or after school programs.
Regular check-ins with assigned staff mentors for students with emerging needs.

Tier 3: Intensive Supports

Individualized counseling or therapeutic services, provided through school-based staff or community agency partners.
Coordination of services through Student Support Teams (SSTs), IEP teams, or 504 plan processes as needed.
Family case management and referrals to external behavioral health providers.

3. Family Engagement in Student Support

Needs Assessments and Surveys: Families are invited to share concerns and needs through surveys or family meetings, especially during instructional disruptions.
Workshops and Resource Sharing: The school offers family workshops focused on managing stress, supporting learning at home, and accessing mental health resources.
Collaborative Planning: Families are active participants in developing support plans, behavior interventions, and wellness goals for their children.

4. Community Partnerships

Mental Health Agencies: Collaboration with local mental health providers to ensure timely referrals and access to counseling or crisis response.
Youth and Family Resource Centers: Partnerships with community organizations to provide food, housing, technology, and case management services.
Behavioral Health Liaisons: Designated staff serve as points of contact between schools and service agencies to ensure coordinated care.

5. Staff Training and Capacity Building

Ongoing professional development on trauma-informed practices, mental health first aid, suicide prevention, and culturally responsive teaching.
Staff collaboration time embedded into the schedule for reviewing data and coordinating supports.

Access to Instruction
Timeline for Access to Instruction
Timeline for access to instruction.

As required, Holtville Unified School District will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

To ensure that students continue to receive high-quality instruction following an emergency or disruption (e.g., natural disaster, public health crisis, infrastructure failure), the school/district has developed a structured timeline to resume instructional services within ten instructional days or fewer.

Day 1–2: Initial Response and Needs Assessment

Activate Emergency Response Plan and Instructional Continuity Team.
Conduct staff safety and availability check-in.
Begin outreach to families to assess immediate needs (e.g., housing, food, internet, emotional support).
Assess status of facilities, technology, and communication systems.
Initiate internal planning for short- and long-term instruction delivery.

Day 3–4: Communication and Resource Mobilization

Provide families with official updates on the situation, projected timeline, and available supports.
Distribute emergency learning materials (paper packets, devices, hotspots as needed).
Confirm which students need alternative formats or supports.
Begin technology distribution and re-establish communication methods.

Day 5–7: Instructional Planning and Staff Preparation

Reassign instructional staff if necessary; adapt schedules or platforms.
Provide teacher planning time and support to transition to temporary instruction mode (e.g., virtual, hybrid, or alternate location).
Offer training for staff on instructional tools or trauma-informed practices, if required.
Develop revised instructional calendar and student engagement plan.

Day 8–10: Instruction Resumes

By Day 10 at the latest, all students have access to instruction via:

Online learning platforms (synchronous or asynchronous),
Printed learning materials with teacher check-ins,
In-person instruction at temporary sites (if safe and appropriate).
Begin tracking student attendance and engagement.
Implement tiered supports for students requiring academic or mental health assistance.

Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements.

As required, Holtville Unified School District will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

To ensure that students continue to receive high-quality instruction following an emergency or disruption (e.g., natural disaster, public health crisis, infrastructure failure), the school/district has developed a structured timeline to resume instructional services within ten instructional days or fewer.

Day 1–2: Initial Response and Needs Assessment

Activate Emergency Response Plan and Instructional Continuity Team.
Conduct staff safety and availability check-in.
Begin outreach to families to assess immediate needs (e.g., housing, food, internet, emotional support).
Assess status of facilities, technology, and communication systems.
Initiate internal planning for short- and long-term instruction delivery.

Day 3–4: Communication and Resource Mobilization

Provide families with official updates on the situation, projected timeline, and available supports.
Distribute emergency learning materials (paper packets, devices, hotspots as needed).
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Develop revised instructional calendar and student engagement plan.

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Online learning platforms (synchronous or asynchronous),
Printed learning materials with teacher check-ins,
In-person instruction at temporary sites (if safe and appropriate).
Begin tracking student attendance and engagement.
Implement tiered supports for students requiring academic or mental health assistance.

Remote Instruction

Plans for remote instruction.

As required, Holtville Unified School District remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

In the event of a disruption to in-person learning, Holtville Unified School District will implement a remote instruction plan that complies with all applicable requirements under California Education Code, specifically sections 51747 and 51749.5, which govern the delivery of Independent Study (IS) programs.

1. Instructional Standards and Equity

Remote instruction will be designed to:

Meet the same rigorous grade-level standards as those required for in-person instruction.
Provide daily access to live instruction for students in grades TK–3, and both daily engagement and weekly synchronous instruction for grades 4–8, consistent with IS requirements.
Ensure instructional time and engagement are equivalent in quality and quantity to the minimum instructional minutes required for in-person settings.

2. Modes of Delivery

Instruction will be provided through:

Synchronous instruction (live, two-way communication between student and certificated teacher) via platforms such as RingCentral or Google Meet.
Asynchronous learning including recorded lessons, digital assignments, and offline materials aligned to adopted curriculum.
Paper-based packets or printed resources as needed for students without reliable access to technology.

3. Student Engagement and Monitoring

Student progress and engagement will be monitored daily through assignment completion, logins, and teacher check-ins.
Teachers will provide weekly progress updates and intervene with targeted support as needed.
Students not meeting participation requirements will be referred to a re-engagement plan per EC §51747(d).

4. Access and Support

Technology devices and internet hotspots will be made available to students who need them.
Accommodations and support services (e.g., special education, English learner support, mental health services) will continue remotely, per students' individualized needs.
Translation and interpretation services will be provided to ensure families can fully engage in their child's education.

5. Instructional Agreements

Prior to participation in remote instruction governed under Independent Study rules:

A written learning agreement will be completed in accordance with EC §51747(c), outlining learning objectives, methods of study, teacher contact frequency, and evaluation criteria.
Agreements will be signed by the student, parent/guardian (if under 18), and supervising certificated employee.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

To ensure all students have equitable access to instructional resources during remote learning, Holtville Unified School District has developed a multi-modal system for the distribution of both digital and non-digital material. These methods are designed to accommodate the diverse learning environments and needs of our student population, including those without consistent access to internet or technology.

1. Digital Materials Distribution

Device Deployment: Laptops, Chromebooks, and tablets will be loaned to students in need. A technology survey will be conducted annually and during emergencies to assess need.
Internet Access Support: Wi-Fi hotspots will be distributed to families without reliable internet access. Technical assistance is available through a dedicated district help desk.
Learning Management Systems (LMS): Students will access digital lessons, assignments, and assessments through platforms such as Google Classroom or Canvas.
Instructional Apps and E-books: Access to district-approved educational applications and digital libraries will be provided to support personalized learning and intervention.

2. Non-Digital Materials Distribution

Printed Packets and Textbooks: Weekly or biweekly printed learning packets, workbooks, and textbooks will be made available for pick-up or home delivery for families unable to access online platforms.
Curbside Pickup and Delivery: Schools will schedule regular curbside pickup days for materials. For families unable to travel, materials may be delivered by district staff or mailed.
Hands-on Learning Kits: For younger learners or students with special needs, the district will prepare and distribute kits containing manipulatives, art supplies, or lab materials aligned with the instructional plan.

3. Accessibility and Language Support

All materials, whether digital or printed, will be provided in the student's primary language as needed, and adapted for accessibility (e.g., large print, screen-reader compatible PDFs, braille).
Bilingual staff and interpreters will be available to assist families with understanding instructional materials and expectations.

4. Coordination and Communication

Distribution schedules and instructions will be communicated through multiple channels, including phone calls, email, text messages, and the district website, in families' home languages.
School staff will follow up with families who have not picked up materials or logged in to ensure no student is left without access to learning tools.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Holtville Unified School District is committed to ensuring that all students have equitable and consistent access to curriculum and

instruction during remote learning. To support this, the following platforms and processes have been established for students to access and submit schoolwork across all grade levels:

1. Digital Platforms for Accessing and Submitting Work

Google Classroom (TK–12): The primary platform used for posting assignments, sharing resources, and collecting student work. Teachers provide detailed instructions, deadlines, and feedback through this platform.
Additional Tools: Depending on grade level or subject, other platforms such as Renaissance, Khan Academy, or Quizziz may be used for interactive assignments, with login information provided by teachers.

2. Asynchronous and Synchronous Submission Options

Students may submit assignments:

Digitally through the learning platform (file upload, photo of handwritten work, typed responses).
Via email to the teacher if access to the platform is temporarily unavailable.
In paper format, dropped off at designated school sites or returned during weekly materials exchange days.

3. Non-Digital Submission Alternatives

For students without reliable internet access:

Printed work packets will be distributed and collected on a weekly or biweekly basis.
Assignment logs and checklists will be provided to track completed work.
Teachers will follow up with phone calls to review and support understanding of the material.

4. Family and Student Support

Training and Tutorials: The district provides virtual training sessions, step-by-step guides, and how-to videos for students and families in both English and Spanish on how to navigate platforms.
Tech Help Desk: Ongoing technical support is available via phone or email to assist with login issues, submissions, or troubleshooting tools.
Teacher Office Hours: Teachers will hold designated office hours for real-time support with assignments, clarification, and resubmissions.

5. Monitoring and Feedback

Teachers will regularly monitor submission of student work and provide timely, standards-aligned feedback.
Progress monitoring tools (gradebooks, completion trackers) will be shared with students and families through the parent portal or platform notifications.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Holtville Unified School District provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Holtville Unified School District is committed to ensuring educational continuity for all students in the event that in-person instruction is disrupted due to an emergency or natural disaster. In such cases, the district will provide coordinated support for the temporary reassignment or enrollment of pupils in nearby educational agencies, including other school districts, county offices of education (COEs), or charter schools.

1. Interagency Coordination and Agreements

Holtville Unified maintains memoranda of understanding (MOUs) or informal cooperative agreements with neighboring local

education agencies (LEAs) to facilitate the temporary reassignment of students when needed.
These agreements outline procedures for:

Student record transfer
Enrollment timelines
Transportation arrangements (if applicable)
Continuity of services, including special education, language support, and counseling

2. Parent and Student Support

The district will communicate promptly with families when reassignment becomes necessary, including:

Available school site options
Enrollment procedures and timelines
Transportation and meal service details
Staff will be assigned to support families through the enrollment and transition process, including the provision of interpreters and bilingual materials.

3. Student Records and Information Transfer

Student cumulative records, including academic progress, IEP/504 plans, immunizations, and other essential documents, will be securely and electronically transferred to the receiving LEA to ensure a seamless transition.
A dedicated point of contact within the district will oversee coordination of data sharing and compliance with FERPA and other applicable privacy laws.

4. Continuity of Services

The district will ensure that students temporarily reassigned to another LEA continue to receive:

Appropriate grade-level instruction
Access to required services such as special education and English learner support
Counseling, mental health services, and meal programs, as needed

5. Return to Holtville Unified

Once it is safe and feasible to resume in-person instruction at the original site, the district will notify families and provide a clear re-enrollment or transition plan.
Records and services will be smoothly transitioned back, with additional support offered to students who may need academic or emotional adjustment assistance.

Instructional Continuity
Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Effective, timely, and transparent communication is critical to maintaining trust and ensuring continuity of instruction during any disruption. Holtville Unified School District commits to clear communication protocols that provide consistent updates and opportunities for two-way engagement with all stakeholders.

1. Communication Objectives

Keep families, students, staff, and faculty informed of instructional changes, safety information, and available supports.
Ensure equitable access to information, including language translation and accessibility accommodations.
Foster two-way communication to gather feedback, address concerns, and support community needs.

2. Communication Methods

Email and District Website: Primary channels for formal announcements, detailed updates, and resource sharing.
Automated Phone Calls and Text Messaging: For urgent notifications and reminders, using systems such as Remind or RingCentral.
Learning Management System (LMS) Platforms: Teachers use Google Classroom, Remind, or other platforms for classroom-level communication and assignment updates.
Social Media Channels: District Facebook, Twitter, and Instagram accounts to share quick updates and community resources.
Virtual Meetings and Webinars: Scheduled opportunities for families and staff to engage in Q&A sessions, workshops, and school board meetings.
Printed Materials: Flyers, newsletters, and mailings for families lacking reliable digital access.
In-Person Contact: Home visits or office hours when safe and necessary, especially for high-need families.

3. Communication Frequency and Timelines

Emergency or Urgent Communications: Immediate notification via phone calls and texts within hours of an event or decision impacting safety or instruction.
Weekly Updates: Regular emails and website postings summarizing instructional schedules, resources, and upcoming events.
Monthly Newsletters: Comprehensive communications highlighting district-wide initiatives, student supports, and community partnerships.
As-Needed Staff Briefings: Frequent updates via email or virtual meetings to keep staff informed of policy changes, professional development, and wellness resources.
Quarterly Stakeholder Feedback Sessions: Virtual or in-person forums for families, students, and staff to provide input on instructional continuity and support services.

4. Language Access and Accessibility

All major communications will be translated into the primary languages spoken by families within the district.
Bilingual staff and interpreters will be available for phone calls, meetings, and written materials.
Communications will comply with accessibility standards, including screen-reader compatibility and alternative formats upon request.

5. Points of Contact

Families and students will have designated contacts at each school site, including:

School principal or designee
Family liaison or community outreach coordinator
Assigned teachers and counselors
Staff and faculty will receive communications through their direct supervisors and district leadership channels.

6. Feedback and Two-Way Communication

Multiple channels will be available for stakeholders to provide feedback and ask questions, including:

Dedicated district email and hotline
Online surveys and suggestion forms
Virtual town halls and Q&A sessions
Responses to inquiries will be timely, acknowledging all communications within 48 hours during normal operations.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Holtville Unified School District is committed to ensuring all educators and students are equipped with the necessary technology and resources to successfully engage in remote learning via Independent Study when in-person instruction is disrupted.

1. Early Access to Independent Study Program Agreements

Written Independent Study agreements will be made available digitally and in print prior to program enrollment to ensure timely and informed participation.
Families will receive clear instructions and support for completing agreements, including translated materials and assistance from bilingual staff.

2. Online Access to Assignments and Academic Resources

Educators will post assignments, instructional materials, and resources on designated online platforms (e.g., Google Classroom, Remind) accessible to all students.
Platforms are selected for their user-friendly interfaces, compatibility with assistive technologies, and accessibility on multiple device types.

3. Assignment of Devices and Internet Access

The district maintains an inventory of technology devices (laptops, tablets) ready for distribution to students lacking adequate technology.
Devices will be assigned based on need, verified through technology access surveys conducted annually and during emergencies.
Internet access solutions, including Wi-Fi hotspots and partnerships with local providers, will be provided to families without reliable connectivity.
A streamlined checkout and return process is established to facilitate rapid device deployment during transitions.

4. Online Instructional Platforms and Support

Teachers will receive professional development and technical support to effectively deliver remote instruction using online platforms aligned with Independent Study requirements.
A centralized help desk and technical support team will be available to assist educators, students, and families with platform navigation, troubleshooting, and access issues.

5. Equity and Accessibility Considerations

Alternative methods such as printed learning packets and offline instructional materials will supplement technology-based learning for students facing connectivity challenges.
All digital content will meet accessibility standards, and accommodations will be provided to students with disabilities or language barriers.

6. Continuous Monitoring and Improvement

The district will collect feedback from educators, students, and families on technology access and usability.
Data from surveys and support requests will guide ongoing improvements in technology readiness and support systems.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

To ensure continuity of high-quality instruction during remote or disrupted learning periods, Holtville Unified School District prioritizes essential grade-level standards and learning objectives. This focus enables meaningful student progress while allowing for timely monitoring and targeted support.

1. Identification and Prioritization of Essential Standards

Curriculum teams and teachers collaborate to identify priority standards and learning objectives that are foundational for student success in the current grade and preparation for the next.
Instructional plans emphasize these critical concepts, skills, and competencies, ensuring alignment with California State Standards and district frameworks.
Flexible pacing guides will allow teachers to adjust instruction based on student needs and progress.

2. Standards-Aligned Learning Objectives

Each instructional unit and lesson includes clearly articulated, standards-aligned learning objectives communicated to students and families.
Objectives are designed to be measurable, attainable, and relevant to student growth during remote or hybrid learning contexts.

3. Methods for Monitoring Student Progress

Teachers will employ a variety of formative and summative assessments, including quizzes, projects, performance tasks, and observational data, to monitor student mastery of essential standards.
Student engagement and participation data will be tracked through attendance logs, assignment submissions, and digital platform analytics.
Progress monitoring will occur regularly, with weekly check-ins to identify students needing additional support or intervention.

4. Additional Academic and Social-Emotional Support

Targeted tutoring will be offered virtually or in small, safe in-person groups where feasible, focusing on students identified through progress monitoring.
Virtual office hours will be scheduled to provide students with access to teachers for clarification, enrichment, or reteaching.
Frequent teacher-student check-ins via phone or video conference will support student engagement and well-being.
School counselors, psychologists, and health providers will coordinate with instructional staff to support students facing barriers to learning.

5. Family Engagement and Communication

Families will receive regular updates on learning objectives, student progress, and available support services.
Resources and training will be provided to help families assist students in meeting prioritized learning goals.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Holtville Unified School District is committed to providing equitable access to high-quality instructional resources and supports for all students during any disruption to in-person learning. This commitment explicitly includes students with disabilities, students experiencing homelessness, foster youth, and English learner (EL) students.

1. Students with Disabilities

Instruction will be delivered in accordance with students' Individualized Education Programs (IEPs) or 504 Plans, ensuring accommodations and modifications are maintained.
Special education services—including related services such as speech therapy, occupational therapy, and counseling—will continue via teletherapy, in-person sessions (as feasible), or through alternative formats.
Case managers and special education teams will conduct regular check-ins with students and families to monitor progress and adjust supports as needed.
Accessible instructional materials and assistive technologies will be provided to support participation and learning.

2. Students Experiencing Homelessness and Foster Youth

Coordinators for homeless education (liaisons) and foster youth support staff will proactively identify and reach out to affected students to ensure they receive devices, internet access, and learning materials.
Transportation, meal programs, and other wraparound services will be prioritized to reduce barriers.
Flexible enrollment and attendance policies will accommodate the unique circumstances of these students.
Partnerships with community organizations will be leveraged to provide additional resources and supports.

3. English Learner (EL) Students

EL students will continue to receive designated English language development (ELD) instruction and integrated language support aligned with California ELD Standards.
Bilingual and EL specialists will provide direct instruction, support within classrooms, and outreach to families.
All instructional materials and communications will be provided in students' home languages whenever possible.
Ongoing progress monitoring and assessments will guide targeted interventions.

4. Technology and Resource Access

Devices, internet hotspots, and offline learning materials will be distributed equitably, with priority given to students with the greatest need.
Technical support will be available in multiple languages and formats to ensure all families can access digital platforms and resources.

5. Family Engagement and Support

Families of all students will receive tailored communications and training on accessing instructional resources and support services.
Interpreters and translation services will be provided to ensure clear, two-way communication.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Holtville Unified School District remains fully committed to meeting the needs of students with disabilities by ensuring that all required services under their Individualized Education Programs (IEPs) continue uninterrupted, to the greatest extent possible, during any disruption to in-person instruction.

1. Continuity of Special Education Services

Special education and related services outlined in students' IEPs will be provided through remote learning modalities, including teletherapy, virtual instruction, and/or in-person services when safe and feasible.
When services cannot be provided in the usual manner, the district will work with families and service providers to identify alternative methods that meet students' unique needs.

2. IEP Meetings and Assessments

IEP team meetings, including initial assessments, annual reviews, and triennial evaluations, will be conducted via video conferencing

or teleconferencing platforms, ensuring active participation of parents, educators, and related service providers.
The district will provide necessary supports and accommodations to facilitate family participation, including language interpretation and technical assistance.

3. Communication and Collaboration

Case managers and special education staff will maintain regular communication with families to review services, monitor progress, and address concerns.
Families will be informed promptly of any changes or delays related to assessments, services, or timelines and will be engaged in decision-making processes.

4. Documentation and Compliance

All service delivery adaptations and communication efforts will be documented thoroughly to ensure compliance with state and federal regulations, including IDEA requirements.
The district will continue to monitor compliance with IEP timelines and work diligently to minimize any impact on students' educational rights.

Englis Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Holtville Unified School District is dedicated to providing equitable, high-quality instruction and support to English Learner (EL) students during any instructional disruption. Our approach aligns with the principles and guidance of the California English Learner Roadmap Policy, which emphasizes assets-based, culturally responsive, and rigorous education for EL students.

1. Meaningful Access to Core Instruction

EL students will continue to receive designated English Language Development (ELD) instruction daily, delivered through synchronous and asynchronous methods tailored to their proficiency levels.
Integrated ELD strategies will be embedded across content areas to support language development alongside grade-level academic standards.

2. Asset-Based and Culturally Responsive Practices

Instruction will affirm and build upon students' home languages, cultures, and identities, fostering a positive learning environment.
Materials and activities will be culturally relevant and linguistically accessible to engage EL students meaningfully.

3. Family and Community Engagement

Families of EL students will receive communication and resources in their home languages, with opportunities to provide input and participate in their child's education.
District staff, including bilingual liaisons and interpreters, will support family engagement and access to services.

4. Ongoing Assessment and Progress Monitoring

EL students' language proficiency and academic progress will be regularly assessed using state-approved tools and district benchmarks.
Results will inform instructional adjustments and targeted interventions to address individual student needs.

5. Professional Development and Support for Educators

Teachers and staff will receive ongoing training on the California EL Roadmap's guiding principles, effective ELD instructional strategies, and culturally responsive pedagogy.
Collaboration among general education, ELD specialists, and bilingual educators will be prioritized to support EL students holistically.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

To ensure a seamless transition from in-person to remote instruction, Holtville Unified School District is committed to equipping all educators and staff with the knowledge, skills, and tools needed to deliver high-quality teaching and assessment in a virtual or hybrid environment.

1. Ongoing Professional Development for Remote Instruction

Educators will participate in district-led training sessions focused on:

Best practices for synchronous and asynchronous instruction
Use of digital platforms (e.g., Google Classroom, Remind, RingCentral, Khan Academy)
Strategies for engaging and supporting diverse learners remotely
Integration of standards-aligned content and digital curriculum
Professional development will include model lessons, peer collaboration, and hands-on practice with digital tools.

2. Assessment and Progress Monitoring Training

Teachers will receive training on how to administer formative and summative assessments in remote settings, including:

Online quizzes, performance tasks, and project-based assessments
Use of learning management systems and assessment tools to track progress
Equity-focused grading and feedback practices during remote instruction
Staff will be trained to use digital tools such as Google Classroom, Quizziz, or district-approved alternatives for secure and effective online assessments.

3. On-Demand Learning Resources

Access to a digital professional learning library (e.g., recorded webinars, step-by-step guides, video tutorials) will be available to all staff.
Teachers will be encouraged to use state and county resources, including those provided by the California Department of Education, Imperial County Office of Education (ICOE), and the California Collaborative for Educational Excellence (CCEE).

4. Instructional Coaching and Peer Support

Instructional coaches and site-level tech leads will provide on-call support and coaching for teachers transitioning to remote learning.
Regular virtual collaboration meetings will be scheduled for educators to share best practices, reflect on challenges, and co-plan lessons.

5. Support for Specialized Roles

Targeted professional learning will be provided for:

Special education staff on delivering IEP services remotely
ELD teachers on supporting English learners in digital environments
Paraprofessionals on assisting students virtually and using digital platforms

6. Technical Support and Help Desk Services

The district will maintain a technology help desk to provide real-time assistance with platforms, devices, and connectivity issues for educators and students.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Holtville Unified School District is committed to supporting the whole child by ensuring that students have timely access to physical and mental health services—especially during times of crisis or disruption to in-person instruction. These services are vital to student well-being and academic success and are delivered in a manner that is inclusive, culturally responsive, and linguistically appropriate.

1. Access to Mental Health Professionals

The district provides access to school counselors, school psychologists, and contracted mental health providers to support students experiencing stress, trauma, or emotional challenges.
Mental health professionals are available for:

Individual and small group counseling
Crisis intervention and risk assessments
Behavioral and emotional check-ins
Referrals to community-based mental health agencies for ongoing care
Services will be delivered in person, virtually, or by phone, depending on the nature of the emergency and the student's needs.

2. Physical Health Services

School nurses and health aides will remain accessible for:

Consultation on student physical health concerns
Coordination with local health agencies
Assistance in managing chronic conditions remotely
Providing health guidance during public health emergencies
In the event of a school closure, families will be connected with community clinics, local hospitals, and mobile health providers when applicable.

3. Multilingual and Culturally Responsive Support

Bilingual staff, including Spanish-speaking counselors, aides, and community liaisons, are available to support families and students in their home language.
The district contracts with interpreters and translation services to support mental health and wellness outreach, ensuring that language is never a barrier to accessing care.
Printed and digital wellness resources will be made available in multiple languages, with visual supports as needed for younger learners and students with disabilities.

4. Communication and Referral Pathways

Information about available physical and mental health services will be:

Posted on the district and school websites
Shared through school newsletters, social media, and automated calls
Communicated during family check-ins and outreach by liaisons
Teachers, administrators, and classified staff are trained to recognize signs of distress and know how to refer students discreetly to appropriate support professionals.

5. Community Partnerships

Holtville Unified partners with local public health departments, community mental health agencies, and family service organizations

to expand access to health professionals, especially during emergencies.
These partnerships allow for rapid deployment of crisis response teams, telehealth services, and wraparound support when district staff capacity is exceeded.

Plans to provide access back-up, water and medicines in the event of an emergency.

To protect student and staff safety and maintain operational readiness during an emergency, Holtville Unified School District has developed clear protocols to ensure continued access to potable water and emergency services when regular systems are disrupted.

1. Emergency Water Supply

Each school site is equipped with a stockpile of bottled water to be used in the event of water supply disruption, contamination, or loss of pressure.
Water reserves are calculated to meet minimum hydration and sanitation needs for students and staff for up to 72 hours.
Water storage is monitored and replenished annually, with inventory records maintained by site custodial and maintenance teams.

2. Portable Sanitation Solutions

The district maintains contracts with emergency sanitation service providers to supply portable restrooms and handwashing stations when plumbing or water access is compromised.
Deployment of these resources is prioritized at the most impacted school sites and coordinated with county health and emergency management agencies.

3. Coordination with Local Emergency Services

Holtville Unified collaborates with local fire departments, EMS, the Imperial County Office of Emergency Services (OES), and public health officials to respond quickly in the event of an infrastructure failure.
Emergency response drills are conducted regularly to ensure staff are trained in water safety protocols, evacuation procedures, and site-specific contingency plans.

4. Communication Protocols

In the event of a water or utility emergency, the district will notify families and staff immediately through phone, text, email, and website updates.
Clear instructions will be provided regarding student pickup, temporary relocation, or instructional changes as needed.

5. Alternative Site Preparedness

If a school site becomes uninhabitable due to lack of water or other essential services, students may be temporarily reassigned to alternative campuses or partner LEAs, as outlined in the district's relocation protocols and MOUs.

6. Long-Term Recovery and Infrastructure Support

The district maintains a facilities emergency fund and works with insurance providers and state agencies to quickly restore utilities and infrastructure.
After-action reviews following any emergency event will evaluate the effectiveness of water access plans and identify areas for improvement.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Holtville Unified School District recognizes that a comprehensive educational experience includes more than just academics. During any disruption to in-person instruction, the district is committed to ensuring the continuity of essential support services, including special education, counseling, after-school programs, and meal services. These services will be adapted as needed to support

students and families in remote or hybrid learning environments.

1. Special Education Services

Students with IEPs and 504 Plans will continue to receive specialized academic instruction and related services (e.g., speech therapy, occupational therapy, counseling) through:

Virtual sessions using secure teletherapy platforms
Home-delivered or printed instructional packets if needed
In-person sessions, where feasible and safe, following public health guidelines
Case managers will conduct regular check-ins with families and maintain documentation of service delivery and progress toward goals.

2. Counseling and Mental Health Support

School counselors, psychologists, and mental health providers will offer:

Virtual one-on-one and small-group counseling sessions
Crisis response and referrals to community mental health agencies
Social-emotional learning (SEL) resources integrated into virtual classrooms
Communication channels will remain open for students and families to request support, with bilingual staff and interpreters available.

3. After-School Programs and Expanded Learning

The district will adapt its after-school programming to continue enrichment, tutoring, and recreational activities virtually through:

Live-streamed clubs, activities, and workshops
Homework help and mentoring sessions
Distribution of take-home activity kits
Programs will prioritize engagement for students who are academically at risk or in need of additional social-emotional support.

4. Kitchen and Food Services

Holtville Unified will continue to provide daily nutritious meals during closures or hybrid schedules through:

Curbside meal pick-up sites and mobile meal delivery options
Meal boxes with multiple days' worth of breakfasts and lunches
Coordination with transportation services to ensure access for students in rural or hard-to-reach areas
Students with special dietary needs or allergies will continue to receive appropriate accommodations.

5. Equity and Access Considerations

All support services will be delivered with attention to language access, technology availability, and cultural responsiveness.
Families without internet or device access will be provided with offline resources or in-person support where possible.

6. Communication and Outreach

Information about support services will be shared via:

District website, automated calls, and multilingual flyers
Virtual family forums and help hotlines
Direct outreach by school liaisons, counselors, and teachers

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

Holtville Unified School District believes that meaningful collaboration with all educational partners is essential to the success of the Instructional Continuity Plan (ICP). The plan is developed, implemented, and continuously refined with input from administrators, faculty, information technology staff, students, and parents to ensure it is equitable, responsive, and practical for the entire school community.

1. Role of Administrators

School and district administrators lead the coordination and alignment of the ICP with state mandates, instructional goals, and site-level operations.
Administrators facilitate cross-department collaboration and ensure that staff are trained and supported in executing the plan.
They monitor implementation progress and adjust operational procedures as needed based on feedback and data.

2. Role of Faculty and Certificated Staff

Teachers and instructional specialists contribute to the identification of essential learning standards, creation of remote learning strategies, and development of assessment tools.
Faculty provide real-time feedback on instructional delivery and student engagement, ensuring that the ICP reflects classroom realities.
Special education, English learner, and intervention staff help design supports that are inclusive and accessible for all students.

3. Role of Information Technology (IT) Staff

IT teams advise on the selection, setup, and maintenance of digital platforms, devices, and data systems used to support remote and hybrid instruction.
They coordinate device distribution, internet access support, and technical training for students, families, and staff.
IT staff collect and analyze usage and access data to identify gaps and guide improvements in technology deployment.

4. Role of Parents and Guardians

Parents are engaged through surveys, school site councils, advisory committees (e.g., ELAC, DELAC), and public forums to provide input on the ICP's development and revisions.
Their perspectives inform priorities related to communication, accessibility, student needs, and family supports.
Parents are also active participants in implementation by supporting at-home learning, monitoring student progress, and communicating with school staff.

5. Role of Students

Students provide valuable input through student councils, focus groups, and schoolwide surveys, sharing their experiences with remote learning, technology, and engagement strategies.
Their feedback helps shape the design of instruction, support services, and platforms that are relevant and user-friendly.
Student leaders also assist in peer mentoring and outreach, helping to build a stronger sense of community during disruptions.

6. Ongoing Collaboration and Continuous Improvement

The ICP is treated as a living document, updated based on feedback from all educational partner groups.
Collaborative working groups meet throughout the year to evaluate effectiveness, share best practices, and make necessary adjustments.
All updates and decisions are communicated transparently through district communications and public board meetings.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

In the event of a disruption to in-person instruction due to natural disaster, emergency, or other unforeseen event, Holtville Unified School District will resume on-campus learning only when it is determined that it is safe, feasible, and in the best interest of students and staff. The decision to reopen school sites will be made in coordination with local public health, emergency management agencies, and applicable state guidance.

Conditions Required for Reopening School Sites

Before returning to site-based learning, the following minimum conditions must be met:

1. Evacuation Orders Lifted: Local emergency services must confirm that it is safe for students and staff to return to the affected area.

2. Power and Utilities Restored: Essential services such as electricity, water, gas, heating/cooling, and sanitation must be fully operational at each school site.

3. Healthy Air Quality: Air quality must be confirmed safe for prolonged indoor and outdoor activities as defined by local air quality management standards.

4. Access to Safe and Clean Water: Potable water must be available for drinking, food preparation, handwashing, and restroom use.

5. Campus Safety and Cleanliness: School sites must be free of debris, structural damage, and other hazards. Cleaning and sanitization protocols must be completed before reopening.

6. Internet Connectivity Restored: School internet systems, including fiber lines and Wi-Fi, must be operational to support instruction, communication, and administrative functions.

7. Sufficient Staffing: Adequate numbers of teachers, administrators, custodians, food service personnel, bus drivers, and support staff must be available to safely operate each site.

8. Operational Food Services: School kitchens must be inspected, cleared, and able to prepare and distribute student meals in accordance with health codes and program requirements.

9. Transportation Availability: If applicable, transportation routes must be safe and accessible for student pickup and drop-off.

10. Public Health Approval (if required): Reopening may require clearance or guidance from the Imperial County Public Health Department or other health authorities depending on the nature of the disruption.

Phased or Partial Reopening

If all sites are not immediately ready, the district may implement a phased return to campus, prioritizing students with the greatest academic or support needs.
Hybrid models may be used temporarily until full site readiness is achieved.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Holtville Unified School District’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Holtville Unified School District's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

To support full integration, the district will:

Align the ICP with relevant CSSP sections, including emergency procedures, communication protocols, and student services

Review both plans together during the annual CSSP review process

Ensure collaboration among instructional, safety, and administrative personnel during updates

Include the ICP in staff training and emergency preparedness activities to support cohesive implementation

The inclusion of the ICP strengthens the district's readiness to respond to emergencies in a way that maintains both physical safety and educational continuity for all students.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This Instructional Continuity Plan (ICP) will be reviewed and updated in collaboration with Educational Partners, considering feedback, data, and lessons learned from implementation. The review process will occur on the following basis:

Annually: A formal review will be conducted at least once per school year, prior to the start of the academic year, to ensure alignment with updated state and federal guidance, changes in district operations, and evolving educational needs.

After Each Emergency Event or School Closure: The ICP will be revisited and revised following any significant disruption to in-person instruction (e.g., natural disaster, public health emergency, major infrastructure failure) to assess what worked, identify areas for improvement, and incorporate stakeholder input.

As Directed by State or County Agencies: The ICP will be updated to remain in compliance with changes in California Education Code, guidance from the California Department of Education (CDE), Imperial County Office of Education (ICOE), or other relevant agencies. Ongoing Input from Educational Partners: Input from teachers, classified staff, administrators, students, families, bargaining units, and community-based partners will be gathered through surveys, meetings, and advisory committees throughout the year. This feedback will inform adjustments to protocols, communication methods, and support systems.

All revisions will be documented, communicated to stakeholders, and shared publicly via the district website and at board meetings to maintain transparency and collective ownership of the plan.

Safety Plan Review, Evaluation and Amendment Procedures

In August of the new school year, each administrator of the six school sites review their existing Safe School Plans in order to bring all areas up to current, by including new, established and appropriate procedures, to add, modify, or remove items reflecting necessary changes such as those related to new laws, regulations, procedures, changes in board policy and more. During this process, each school site and the District lead reviews the current plan and all the necessary changes with all stakeholders, getting their input for consideration. All changes are made in accordance with all State and Federal laws and with approval of the Holtville Unified School board.

Holtville Unified School District uses the services of Document Tracking to assist in the formatting, presentations and the upkeep of all new and current changes and how those changes should be represented in each of the individual Safe School Plans. When it is determined that all necessary updates, changes, and deletions are complete, and when all school sites have presented the results to their Stakeholders and have received all need approvals and signatures the Safe School Plans are presented to the Board of Directors for approval. After approval, the safe school plans are made available to the public by way of the Holtville Unified School District's web sites, and copies of each Safe School Plan are placed at each school site and the District in order any member of the public may come in and review it. Each site administrator makes all necessary changes and then incorporates those changes into their planning and training activities for the school year.

Safety Plan Appendices

Emergency Contact Numbers

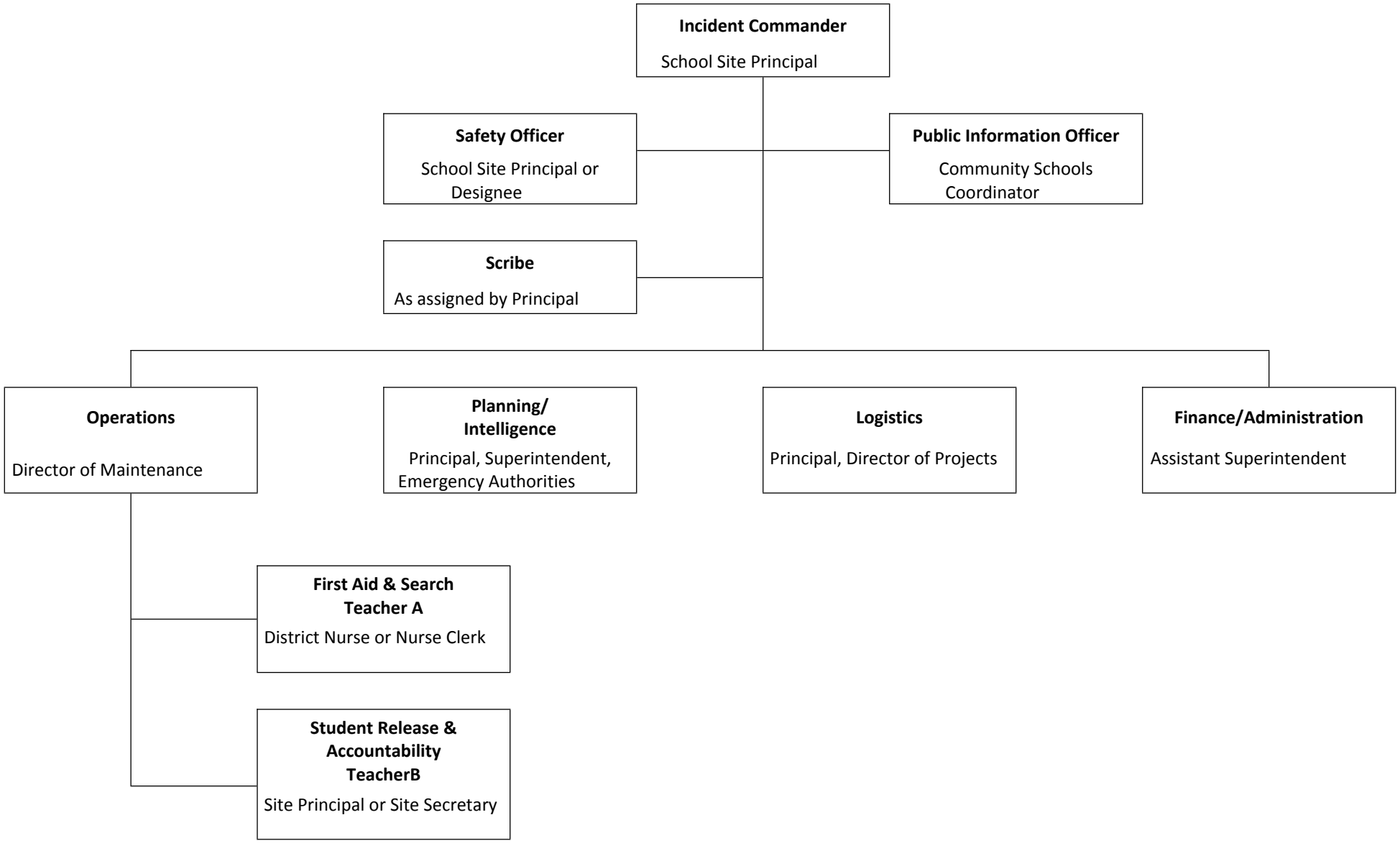
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	For Immediate Assistance	9-1-1	Immediate assistance
Law Enforcement/Fire/Paramedic	Holtville Sheriff's Station	760-356-2991	Holtville Sherriff Department
Law Enforcement/Fire/Paramedic	Holtville Fire Dept.	760-356-2673	Holtville Fire Dept.
Law Enforcement/Fire/Paramedic	Imperial County Sheriff	442-265-2000	Imperial County Sheriff's Department
Emergency Services	Paramedics	9-1-1	All Emergencies
City Services	SoCal Gas Co.	800-427-2200	Natural Gas Ermergency
City Services	IID	800-303-7756	Energy or Water Emergency
City Services	City of Holtville-Public Works	760-356-3186	Road Conditions and Emergencies
American National Red Cross	Red Cross	760-352-4541	Disaster assistance Emergencies
Local Hospitals	El Centro Regional Med. Ctr.	760-339-7100	Medical Emergencies

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
School site-visit safety assessments Review of Loss Prevention	Beginning in August of every school year, monthly thereafter	Provided by request and available at https://husd.net/departments/projects/school-safety-plan/
Preliminary school data research for campus assessment collected from CDE DataQuest, SARC reports, CA Dashboard, and SIS	September of every school year	Provided by request and available at https://husd.net/departments/projects/school-safety-plan/
Consultation meetings to discuss safety plan actions, drills, and staff responsibilities	Beginning in September of every school year, monthly thereafter	Provided by request and available at https://husd.net/departments/projects/school-safety-plan/
HUSD Board Adoption	February of every school year.	Provided by request and available at https://husd.net/departments/projects/school-safety-plan/

Holtville Unified School District Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Holtville Unified School District is a small district of six schools and a student population of just under 1600 students. Within the school's design and system, the incident command set-up is divided into two different levels: site-level and district level. At the site level, the Principals take command of incidents and at the district level the superintendent takes command. At the district level, all incidents are handled by the superintendent and at the local school level the principal takes command. Based on the severity of the incident determines whether the superintendent takes over the incident from the principal or leaves it to the site administrators. In the event of a severe event occurring such as fire, explosion, on-site intruders, drug use and abuse the incident will in most cases be taken over by the superintendent, or at least the principal's actions will be guided by the superintendent soon after the event started. Otherwise policy, procedure, experience, law and common-sense drives responses at both the site and district level, directed by either the site administrator or the District superintendent.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
The first response to an emergency is to determine the type of emergency that has occurred. While the following sections include scenario-based approaches to respond to hazards and threats, the steps in this section provide a uniform classroom response to an incident at school.

Procedures for 18 different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency
The actions in the next step are based on the response to any given scenario and not on the level of emergency. There are five specific actions that can be performed during an incident. When communicating these actions, each is followed by a directive. Execution of the action is performed by active participants, including students, staff, teachers, and first responders.

Some school incidents involve a tactical response from law enforcement. Consultation with local law enforcement will occur regarding expectations and actions.

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

The following actions are based on the Standard Response Protocol (SRP), guidance on classroom responses for critical incidents designed to provide consistent, clear, shared language and actions among all students, staff and first responders. Materials and updates can be found online at https://iloveuguys.org/The-Standard-Response-Protocol.html#Intro.

HOLD: In Your Room or Area - Students and staff remain in their classrooms or stay out of access areas, even if there is a scheduled class change until the all-clear is announced. Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room. Students and staff outside of the school grounds should remain outside unless the administration directs otherwise. Prior to closing the classroom door, teachers should sweep the hallway for nearby students. Take attendance, note the time, and conduct classroom activities as usual. Examples of HOLD conditions include: an altercation in a hallway, a medical issue that needs attention, unfinished maintenance operation in a common area during class changes.

SECURE (Secured Campus): Get Inside, Lock Outside Doors - Bring people into a secure building and lock all outside access points. Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building. The ability to leave the school grounds in regularly scheduled situations (i.e. end of classes, job commitment) may have to be delayed until the area is safe. Students and parents may be inconvenienced by these directives. During the SECURE action, students and staff will be retained on school grounds and entry onto school grounds will be prevented. There may be a controlled release in which parents/guardians may be asked to pick up students, buses may run as normal, and there may be additional law enforcement presence. Examples of SECURE conditions include: an unknown or unauthorized person on the grounds, dangerous animal on or near the grounds, criminal activity in the area, planned police activity in the neighborhood.

The difference between the HOLD and SECURE actions: HOLD is used when there is a need for the halls to remain empty, meaning the issue is inside school grounds. SECURE is enacted when a threat or hazard is outside school grounds. During both instances, classroom instruction should continue as normal.

LOCKDOWN (Active Shooter): Locks, Lights, Out of Sight - LOCKDOWN is called when there is a threat or hazard inside school grounds. Lock individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence. Leave the perimeter of the school grounds as is. Sending staff to lock outside doors/gates exposes them to unnecessary risk and inhibits first responders' entry. Do not open the classroom door once in a LOCKDOWN. If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat. The classroom teacher is responsible for implementing their classroom LOCKDOWN. A "safe zone" should be identified with the classroom that is out of sight of interior windows. Teachers and students should not open the classroom door. First responders, school safety team member, or school administration will unlock the door when it is clear to do so. Red cards/Green cards are not recommended for a LOCKDOWN. After the threat is mitigated, law enforcement will clear the school one classroom at a time. A teacher may allow students, 3-4 at a time, to text their parents with a message like "We're in a lockdown. I'm okay and I'll keep you updated". Texting is discouraged when the threat is imminent. If a violent incident occurred, an evacuation by law enforcement may follow a LOCKDOWN. Teachers may ask students to text parents with a message like "Pick me up at the football field in one hour. Bring your ID." Examples of LOCKDOWN conditions include: dangerous animal within a school building, intruder, an angry or violent parent or student, report of a weapon, active assailant.

EVACUATE (After CONFIRMED Fire Drill or Earthquake Drill): A Location may also be provided - EVACUATE is called when there is a need to move people from one location to another for safety reasons. When the EVACUATE action is called due to unsafe conditions such as a gas leak, people may be allowed to bring their personal items. When the EVACUATE action is called due to a violent event, people may not be allowed to bring their personal items. Students and staff will move in an orderly fashion to a safe area. The classroom teacher or school administrator may enact an EVACUATE action. Preparation includes identification of evacuation routes, assembly points, and evacuation sites. The evacuation site will be within walking distance, but far enough away from the school in case the hazard is in the immediate area. The evacuation site will also serve as the reunification site. An agreement with the evacuation site must be in place. Alternate exit routes be may used in case a certain area is not safe to walk through. Plans for accommodations for students with disabilities must be in place, such as maintaining safety supplies, medications, and mobility devices. If students are separated from their class during an EVACUATE action, they may join another group. They should identify themselves to the teacher in their group upon arrival to the evacuation site. Teachers will take attendance upon arrival to the evacuation site. Larger schools may have multiple assembly points to help manage crowds. The Red card/Green card system may be used: Red card meaning missing students or medical attention is needed, Green card meaning all students are safe and accounted for.

SHELTER (Drop, Cover, and Hold on! during an Earthquake): State the Hazard and Safety Strategy - SHELTER is called when specific

protective actions are needed based on a threat or hazard, such as an earthquake or severe weather. Safety strategies may include: evacuate to SHELTER area, seal the room, and drop, cover, and hold.

There may be situations where a sequence of actions occur. For example, SECURE escalates to LOCKDOWN: There is a shooting in an area adjacent to a school. The school was immediately placed in SECURE, however, several victims and witness students ran back inside school grounds. In this case, it was unknown exactly who entered school grounds. The SECURE action was shifted to LOCKDOWN as a precaution as law enforcement clears the school. Once the school is determined to be safe, the school may shift to a HOLD while the incident in the area is being resolved. HOLD to EVACUATE: There is an unexpected fire alarm in which there are no immediate signs of smoke or fire. This allows safety/security teams to scan for actual signs of fire, or other ambush type threats before evacuating the building. An evacuation would still occur per fire department requirements, but the tactical pause to gather information before evacuating allows for more situational awareness. HOLD escalate to LOCKDOWN: The school receives a vague or anonymous report, through social media, of a student carrying a weapon. There is neither an immediate confirmation of it nor a substantiated threat. School personnel needs time to locate the student and send security/SRO to locate and confront the student in a very low-key manner. They initiate the HOLD action during the search. Additional information and evidence may lead to a LOCKDOWN because an imminent threat is detected.

ENVIRONMENT Dictates the Tactics. These responses are designed as an all-hazards model for incident response. The protocol is easily modifiable for any location or environment and provides universal response actions.

Step Four: Communicate the Appropriate Response Action

HOLD: The public address for HOLD is: "Hold in your room or area. Clear the halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the HOLD is lifted. An example of a medical emergency would be: "Students and staff, please HOLD in the cafeteria or your room. We're attending to a medical situation near the office." When it's been resolved: "Students and staff, the HOLD is released. All clear. Thank you."

SECURE: The public address for SECURE is: "SECURE! Get inside. Lock outside doors." and is repeated twice each time the public address is performed. "Students and staff, the school is currently in the SECURE action due to [cause] in the neighborhood. No one is allowed in or out of the school grounds at this time. Stay inside and continue with your day." When it's been resolved: "Students and staff, the SECURE is released. All clear. Thank you for your assistance with making this SECURE work smoothly."

LOCKDOWN: The public address for LOCKDOWN is: "LOCKDOWN! Locks, lights, out of sight!" and is repeated twice each time the public address is performed.

EVACUATE: The public address for EVACUATE is: "Evacuate! To [a location]." and is repeated twice each time the public address is performed. For example, "Evacuate! To the football field!".

SHELTER: The public address for SHELTER should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed. An example would be: "Shelter for an earthquake. Drop, cover, and hold." After the danger has passed: "Students and staff, the SHELTER is released. All clear. Thank you for your assistance and patience during the SHELTER."

Types of Emergencies & Specific Procedures

Aircraft Crash
Call 911, Administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills. Evacuation of locations is to be done according to that school's evacuation plan.

Animal Disturbance
Isolate students from the animal and call animal control or the sheriffs. All students are to remain in their classrooms until the admistrators get word from the authorities and then give an "all clear" announcement to staff and students.

Armed Assault on Campus
Armed Assault on Campus

In the event of an armed assault on campus, the immediate response of staff and students will depend on the location of the threat. There may be situations where part of the school enacts an EVACUATE action while another part of the school enacts a LOCKDOWN action.

If the location of the threat is known and is far away or the threat is not imminent, students and staff may use an EVACUATE action. Students and staff may self-EVACUATE and not wait for guidance from school administration. See the Emergency Response Guidelines for more information about the EVACUATE action.

If the location of the threat is unknown or is close by or if it is not safe to EVACUATE, students and staff may use a LOCKDOWN action. Students and staff may self-initiate a LOCKDOWN action. See the Emergency Response Guidelines for more information about the LOCKDOWN action.

If the location of the threat is imminent, do what you can to protect yourself by fighting back.

the teacher should have students assume the lock down position. This procedure is to be followed whether students are indoors or outdoors and whether the gunfire originates from inside or outside the building. Notify the administration immediately.

The office should contact the local police immediately. Directions should be given for entry to the school site. The location of the supervising administrator should be specified. Where possible, someone should be on hand to meet the police at the designated entry.

IF INDOORS, the teacher should attempt to lock classroom doors. The students should be kept away from the line of fire provided by windows, including classroom and office door windows.

- If the teacher can see the source of the assault, he/she should notify the Site Administrator immediately. The teacher should never send a student out of the room with a message during such an emergency. Where the only way to inform the Site, Administrator is by leaving the room, the teacher should elect to remain with the class unless another responsible adult can provide direct supervision.

- Whenever possible, the Site Administrator should not issue a school-wide signal to lock down. Students may become confused and react as if it were an evacuation and assembly signal, thereby increasing the likelihood of their being shot or taken hostage.

- If students are already outside, the Principal may determine that accelerating the bell schedule to bring students back in early may best provide for their safety. If assault has already happened, or if it is considered imminent, do not cause students to move around the school site until and unless it is safe to do so.

- Students are trained to hide quietly when events like this happen. Students are trained to stay in that position, remaining silent and attentive to the anticipated instructions of staff members.

- If gun shots have not been heard, but a suspicious or obviously armed individual is seen in the area, the teacher is to notify the Office immediately, and without drawing the suspicion of the armed individual, relocate the students to a secure area. Once in a secure area, the teacher should have the students employ a hide quietly procedure.

- If the Site Administrator receives a report that a possible armed individual is onsite, or nearby, the regular signal system should be overridden, and teachers should be instructed to hold students in the class, to limit the number of students outside securable rooms. The Principal should also, in addition to notifying appropriate agencies, issue a lockdown order, school-wide (where possible this needs to be done without employing the signal system.

- If the suspect is outdoors and the students are indoors, outer doors should be locked. If this procedure is followed, staff members must remain near primary entrance doors to provide access to any students who might be out of class.

IN SUCH AN EMERGENCY, the teacher's primary responsibility is for the safety of students. Teachers and other staff members should not leave their students or attempt to take matters into their own hands by approaching the armed individual.

- Staff members should not attempt to engage anyone they suspect to be dangerous in conversation, nor should they attempt to challenge the individual, even in the absence of gunfire. Instead, notify proper authorities and provide for the safety of students.

STAY OUT OF IT! STAY AWAY! DO NOT BE COMMUNICATIVE!

- People who have, in times past, proven to be a real threat to the safety of others, tend to follow certain behavioral and personality profiles. These profiles vary widely. "Pushing the wrong button" by approaching, communicating or even being seen by such an individual may cause that individual to react with disastrous consequences. Seemingly unobtrusive, empathetic, non-threatening attempts to communicate may be the precise scenario that serves to trigger such an individual to violence.

- You do not know the individual and, even if you do, you cannot be sure you will successfully guess at their behavior and personality profile.

- If you are taken hostage, or if the dangerous individual seeks to communicate directly with you, use profound caution in avoiding provocation. This may require that you communicate with the individual. Keep such conversations to a minimum to lessen the chance that you'll say the wrong thing.

- If the individual requests the presence of another person who is not within sight, that person (staff or student) should not be brought before the individual. Delay, and wait for police authorities to arrive.

- Limit your interaction with the suspect. The sequence of that individual's communications and demands can be delayed if no one is available to interact with the individual.

IF YOU ARE ISOLATED with the individual and have little hope of near-term intervention by police authorities, do not initiate, but do respond to the individual's attempts to communicate with you. Remain calm. Do not show fear. If you can make it credible, empathize with the individual's concerns. Attempt to put communication on a first name basis. Take note of behaviors and characteristics of the individual and of the weapons carried by that person, so that in the event of your escape or release you will be able to provide such information to authorities.

Do not attempt to escape if you would be leaving students behind unless you can safely escape with a significant number of students.

THE OPPORTUNITY FOR ESCAPE SHOULD BE CLEAR AND EXTREMELY LIKELY TO SUCCEED IF NOT, NO ATTEMPT SHOULD BE MADE.

Biological or Chemical Release
Statutes and Regulations in response to COVID 19 or other Pandemics
Cal. Educ. Code § 49403

"…(a) Notwithstanding any other law, the governing board of a school district shall cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in school-age children. For that purpose, the board may use any funds, property, and personnel of the district, and may permit a licensed physician and surgeon, or a health care practitioner listed in subdivision"

Cal. Educ. Code § 38005

"The governing board of any school district may contract with a private licensed security agency to ensure the safety of school district personnel and pupils and the security of the real and personal property of the school district when the personnel normally required to provide such service fail to do so because of an emergency including, but not limited to, war, epidemic, fire, flood, or work stoppage; or when such an emergency necessitates additional security services."

Cal. Educ. Code § 46390

"Where a school in a district maintaining more than one school is closed for a part of a term by order of a city or county board of health or of the State Board of Health, or because of fire, flood, impassable roads, epidemic, or another emergency, or by an order provided for in Section 41422, the average daily attendance of the school shall be estimated separately, as provided in Section 46392, and added to the average daily attendance of the other schools of the district."

Cal. Educ. Code § 41422

"…(a) A school district, county office of education, or charter school that is prevented from maintaining its schools during a fiscal year for at least 175 days or is required to operate sessions of shorter length than otherwise prescribed by law because of fire, flood, earthquake, or epidemic, or because of any order of any military officer of the United States or of the state to meet an emergency created by war, or of any civil officer of the United States, of the state, or of any county, city and county, or city authorized to issue that order to meet an emergency created by war, or because of other extraordinary conditions, or because of inability to secure or hold a teacher, or because of the illness of the teacher, which fact shall be shown to the satisfaction of the Superintendent by the affidavits of the members of the governing board of the school district, the governing board of the county office of education, or the governing board or body of the charter school and of the county superintendent of schools, shall receive the same apportionment from the State School Fund as it would have received had it not been so prevented from maintaining school for at least 175 full-length days."

Cal. Educ. Code § 35252

"Whenever the average daily attendance of any school district has been materially affected in any school year by conflagration, public calamity, or epidemic of unusual duration and prevalence, the regular annual reports of the teacher, the school principal, or officers of the school district, shall be accepted by all school officers for all school matters appertaining to the school district, except that of average daily attendance."

Cal. Educ. Code § 49451

“A parent or guardian having control or charge of any child enrolled in the public schools may file annually with the principal of the school in which he is enrolled a statement in writing, signed by the parent or guardian, stating that he will not consent to a physical examination of his child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.”

Cal. Code Regs. tit. 5, § 3021.1

“(a) When a pupil has been medically diagnosed as having a chronic illness or acute health problem, the pupil may be referred to the school district or county office for an assessment to determine the need for special education.

(b) The following information shall be reviewed by the IEP team:

…(4) Special considerations necessitated by outbreaks of infectious diseases, if applicable.

(c) The IEP team shall designate the school’s liaison with the pupil’s primary health provider.”

Cal. Code Regs. tit. 17, § 2526

“It shall be the duty of the principal or other person in charge of any public, private or Sunday School to exclude therefrom any child or other person affected with a disease presumably communicable, until the expiration of the prescribed period of isolation for the particular communicable disease. If the attending physician, school physician, or health officer finds upon examination that the person is not suffering from a communicable disease, he may submit a certificate to this effect to the school authority who shall readmit the person.”

Cal. Code Regs. tit. 5, § 202

“A pupil while infected with any contagious or infectious disease may not remain in any public school.”

Cal. Code Regs. tit. 5, § 5503

“(a) The physical examination prescribed by the State Board pursuant to Education Code Section 44839.5 is an examination by a physician and surgeon licensed to practice in California that will enable the examining physician and surgeon to ascertain whether or not the person is free from infectious or contagious disease, including an examination for tuberculosis made in the manner described in Education Code Section 49406.

The physician’s certificate, showing that the employee was examined and that the person was found free from active tuberculosis and from any other contagious or infectious disease, shall be filed with the county superintendent of schools and a duplicate or photographic copy shall be filed with the employing school district. A notice from a public health agency or unit of the Tuberculosis Association that indicates freedom from active tuberculosis may be substituted for that part of the physician's certificate relating to tuberculosis. The examination shall have been made within six months of the filing of the completed certificate with both the county superintendent of schools and employing the school district.”

Chemical Accident

Warning of a chemical accident is usually received from the Fire and/or Police department when there is a threat to the safety of the school. These accidents may include overturned tankers, broken fuel lines, and those related to the industrial use of chemicals. Where the reported accident occurs, the following procedure is required:

1. Determine whether the students and staff should leave the school grounds.
2. Move crosswind from the direction of the spill (i.e. if a spill is upwind to the West, move to North or South). Never move with or against the wind if it is necessary to evacuate the area.

3. Render first aid as necessary. Consult 9-1-1 emergency, the school nurse, or the Poison Control Center if necessary (1-800-972-3323).
4. Take roll.
5. Notify the District Office as soon as possible.
6. Do not return to the school area until local officials have declared the area safe.

Closing of School

A. Should be considered only when all other alternatives have failed.
B. Secure permission from Superintendent, and if the closing is approved:
1. Notify on-site staff
2. Notify local law enforcement
3. Notify Transportation
4. Make sure only the necessary exits are open.
5. During school hours, release students only to parents or authorized adults.
6. Remain on-premises until the safety of all students is assured.

Fuel Spill
In the event of a minor fuel spill in a school parking area, the following steps will be taken:
1. Notify the Site Administration as soon as possible.
2. Site personnel will contain the spill using a dirt retention berm.
3. The Fire Dept. will be contacted by the Office, advising them of the spill.
4. The Fire Dept. will take responsibility for the cleanup.

Bomb Threat/ Threat Of violence
The safety of students and school personnel shall have the highest priority when considering procedures to follow after receiving a bomb threat. The following procedures have been established to enable all school personnel to be consistent in handling these situations.

1: The person receiving the call should engage the caller in a conversation to get as much information as possible from the person making the threat.

- Ask what time the bomb is set to go off
- Ask questions regarding the specific location (building, room, closet, etc.)
- Ask about appearance of the bomb package
- Listen for background noise (juke box, radio, other people, traffic, etc.)
- Listen for tone/behavior of caller (panic, calm, hysterical, etc.)
- Was caller’s voice young or old?

2: Notify the proper authorities immediately
Holtville Police 760-356-2992
Holtville Fire Dept. 760-356-2673
If no answer: 9-1-1

After Police have been notified, call:
Holtville Unified School District Office 760-356-2974

3: The Principal/Designee shall make the decision for evacuation / reentry of the buildings based upon the following:

A: Information given in the received threat, and the manner in which the message was given… such as maturity or voice, whether the caller was calm or hysterical, background noises, and other questions that may have been asked/answered.

B: Consultation with police and/or Superintendent

4: The evacuation of the school will be by fire or evacuation drill procedures with attention to the possible need to alter evacuation routes to assure that pupils and staff do not exit in the proximity of the suspected bomb's location.

5: When a building is evacuated, students will not return to the building until the "all clear" signal is given.

6: If a search is necessary, it should be conducted by the school administrators, police personnel, and personnel familiar with the area.

7: If a suspect package is found, it must not be approached or touched, and must be reported immediately to the Principal.

8: Walkie Talkie radios, and Cellular Phones should not be used in the school area until the "All Clear" has been sounded.

Bus Disaster
If you are the driver of a district vehicle, such as a car, van, bus or driving district students in your own car:
1: Stop, secure your vehicle, Turn on hazard lights.
2: Check for injuries.
3: Radio or call 911, then radio phone District office.
4: Use first aid on injuries.., See that your students are in a safe place, (Give first aid / evacuate vehicle if necessary). Do not move anyone who is unconscious or severely injured unless their life is directly threatened.
5:Take other vehicle's license number and ask the driver to wait for the authorities. (Do not discuss, or argue about Accident.)
6: Set out reflectors if necessary.
7: When all is secure, get an accident report form or sheet of paper and write all the information you can remember on the form. Exchange information with the other driver or drivers.
8: Fill out student seating chart with names, addresses, and phone numbers.
9: Fill out an accident report form if you have time.
10: Information needed: Driver name, address, driver's license number, phone number, and vehicle information, make, model, year, color, owner name, insurance.
11: Get information on witnesses, other than passengers, names, address, phone numbers, driver's licenses, if you can
Stay at the accident, do not leave until you are released from the accident by the authorities.

At the Seen of a Bus Accident:
At the scene of an accident involving a school van or bus, the responding law enforcement agency is in charge.

The responsibility for the release of students rests with the Holtville Unified School District personnel.

The following van/bus emergency procedures shall be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to protect the welfare of the students.

Procedures:
Van or Bus Accident while transporting students
A. Driver Responsibilities
1. Contact the Principal's office as soon as possible and give the following information:
a. Type of accident
b. Location of accident
c. The extent of injuries and requests for emergency ambulance serviced. Request another bus to transport students

2. Provide emergency first aid for the following medical conditions in the order listed.
a. Restoration of breathing
b. Severe bleeding
c. Shock
d. Minor injuries

3. Evacuate the van or bus, only if required for passenger safety.
a. Give instructions for orderly evacuation from designated exits.
b. Announce specific assembly point
c. Accomplish a headcount
d. Check to be sure that all passengers have left the bus/ van
e. Supervise or arrange for supervision at the assembly point

4. Report to the Principal's office the names of students sent to the hospital, giving the name and location of the hospital.
B. Responsibilities of District Personnel, other than the van/bus driver
1. Assist in implementing directions given by the driver.
2. Assist in the supervision or orderly evacuation if this is necessary.
3. Monitor and supervise students as needed and assist with First Aid.

Disorderly Conduct

I: Procedures of Anticipated Disturbances, Disorders or Demonstrations

A: Notify the Site Administrator about the possible disturbance as soon as possible
1: Include as much information as possible, including the names of students who may know what is going on, the possible date, time, location, and extent of the disturbance.

B: The site administrator shall:
1: Notify the District Office about the threat.

2: Notify site staff as is deemed necessary and appropriate

3: Notify appropriate community resources from which assistance may be desired

a: Local police and/or fire department

b: Probation Department

c: Sheriff's Office

d: Others

II: Student Disorder

A: Notify the Site Administrator as soon as possible

B: The Site Administrator shall…

1: Notify the District Office as soon as possible

2: Notify students via bullhorn, P.A. System, or other appropriate means, in the presence of adult witnesses, to end the disorder by returning to assigned classes.

a: Students should be warned that by remaining on campus, but not going to classes, they risk suspension and/or arrest.

b: Staff members should be assigned the responsibility of verifying the audibility of all announcements. (Tape record if possible)

c: Students may be given the additional alternative of leaving the campus immediately.

3: If a pupil persists in the disruptive activity following a second warning and after a reasonable time (2-3 minutes), notify him/her of his/her suspension, and direct the student to leave the school site.

4: If the pupil continues his/her disruptive activity after notification of his suspension, the Site Administrator may proceed with his arrest under the provisions of section 626.8 of the California Penal Code.

III: Employee Disturbance

A: Notify the Site Administrator as soon as possible.

B: If the disturbance occurs during assigned work hours after the employee has reported for work, the following steps will take place in the presence of adult witnesses:

1: Request that the employee desist from his/her participation and return to his/her assignment.

2: If, after a reasonable time (2-3 minutes) the employee refuses to comply with the request, direct him/her to the Superintendent's Office.

3: If, after a reasonable time (2-3 minutes) the employee has not complied with the request, notify him/her that he is guilty of insubordination and that he/she is subject to arrest in accordance with California Penal Code Section 626.8. If his/her presence continues to disrupt the activity of the school, proceed to cause the arrest to be made by police or security officer.

C: School employees who have not reported for duty but take part in a disruptive activity are considered to be acting as independent citizens and are subject to procedures described in IV below.

IV: Disturbance – General Public

A: Notify the Site Administration as soon as possible.

B: If conduct of an adult who is not an employee of the District but whose conduct on school premises or adjacent territory interferes with the orderly process of the school, warn him/her, in the presence of an adult witness, that he/she is subject to arrest.

C: If, after a reasonable time (2-3 minutes) the adult has not complied with the request to desist, proceed to cause the arrest.

V: Use of Law Enforcement Agency

A: If the disorder is beyond the capacity of the administration to control, call the appropriate law enforcement agency. If the Superintendent has not been notified, inform them at this time.

B: Provide school resources to law enforcement agency if requested.

C: Staff should recognize that the law enforcement agency will be in charge when it responds to the call for assistance.

VI: Procedures for Closing of School

A: Should be considered only when all other alternatives have failed.

B: Secure permission from Superintendent, and if closing is approved:

1: Notify on-site staff
2: Notify local law enforcement
3: Notify Transportation
4: Make sure only the necessary exits are open.
5: During school hours, release students only to parents or authorized adults.
6: Remain on premises until safety of all students is assured.

Earthquake

A. In the classroom: When the teacher perceives an earthquake, they shall immediately instruct the students to, "Drop, Cover, and Hold." The students will get under any desk or table hold onto their legs and remain there quietly until the shaking stops. No one shall leave the classroom during a quake. Students near windows shall be instructed to move away if possible. If not, they shall be told to turn their heads away from the windows and cover their heads as best they can. After the shaking stops, the teacher will instruct the students to evacuate the room as in a fire drill. Teachers shall ensure the lights and A/C's are turned off. Do not lock the doors. Any injuries and/or missing students will be reported to a Command Post by sending a runner with the list. Instruct the runners they are to stay away from buildings or any other dangerous areas. Students and teachers are not to return to the classroom until it has been declared safe by a supervisor. Drills will be held at least once a month immediately following the fire drill. Teachers will have students practice the "Duck, cover, and hold" after coming in from the fire drill but do not need to have students evacuate during the drill unless deemed necessary.

B. On the Playground: If an earthquake happens during a time when the students are outside, they are to move away from buildings, trees, playground equipment, poles, fences, and anything else that might fall. They are to move to an open area and follow the following Civil Defense recommendations: Students shall when safely away from dangerous situations, drop to their knees, bend over and place their head close to the ground, and clasp both hands behind the neck, and bury their face in their arms. They shall attempt to make the body as small as possible, close their eyes, and cover their ears with their forearms. When the shaking is over the student shall attempt to report to their teacher in the fire drill assembly area for their class.

C. Teachers and our staff will take immediate action to assist students with earthquake emergency procedures. Filed staff, when students are in the field will take action to assist all students with special needs to best secure a safe location and position.

Earthquake Emergency Procedures

I: Basic Policy for all Schools

Standard earthquake emergency policy is based initially on the fact that the
safest place for young people in the event of an earthquake during the school day is the school.
Such an occurrence places a heavy burden upon the school administrator and the school staff.
Nevertheless, the safety and welfare of the students during such an emergency is the
responsibility of the school administrator and the school staff. Students in turn have definite responsibilities to staff members, to one another, and to themselves. To assure safety
and well-being during an earthquake emergency, all the responsibilities of administrators,
staff, and students have been detailed in this section. Similarly, emergency procedures for all
have been established. During an earthquake emergency school administrators and school staff
must fulfill their responsibilities and follow the procedures that have been established.
It is important to note that in a disaster such as an earthquake the Site Administrator cannot
determine the conditions outside of the school, therefore the safest place for students and staff is
the school environment.

II: Staff Responsibilities

Under California Law, the school principal is entrusted with the overall administration of his or her school and the responsibility for the safety and welfare of the young people attending that school. This responsibility extends to emergencies that threaten the safety and welfare of all students and staff, and which may go beyond the school day.

In times of emergency, the school principal has the necessary authority to do what is necessary to protect the safety of students and staff. He or she has the authority to assign certificated or classified staff to perform required duties at assigned stations during an emergency. The extent to which volunteers may be used is at the principal's discretion.

Teachers and our staff will be assigned to students who have special needs, making sure that those who are unable to perform like the general public will have assistance in the event of an emergency.

III: Earthquake Emergency Procedures

A: In the Classroom

1. The teacher gives a "DROP" command at the first indication of the impending quake (ground movement).

2. Students seek protective cover under or near desks, tables, or chairs in a kneeling position with hands raised to protect and cover the head and neck.

3. Students remain in the "DROP" position until the ground movement ends.

4. After the shaking stops, the teacher must ascertain possible injuries and determine the ability of the class to evacuate.

5. The teacher removes appropriate record-keeping information or emergency folders from the classroom.

6. Upon conclusion of the ground movement, the teacher prepares to evacuate the classroom and/or building, using the route posted on the Emergency Evacuation Map.

7. In the absence of an evacuation signal from the office, the teacher shall use his/her good judgment to determine the appropriate time to evacuate to the Emergency Assembly Area (Areas defined by each school site).

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8. Staff should use a "Buddy System" with a teacher next door so that if a student is injured and cannot evacuate with the rest of the class, one teacher may remain with the injured student, while the other teacher supervises both classes during the evacuation.

9. Upon arriving at the evacuation area, staff should report any injured students or dangerous situations to the Administrative Team as soon as possible.

B: During Passing Periods or Nutrition Break.

1. Students take the "DROP" position under lunch tables, under benches, in doorways, or out in the open upon the first indication of ground movement.

2. Students remain in the "DROP" position until the ground movement ends.

3. Students and supervising staff evacuate the area in an orderly manner and report to the Emergency Assembly Area (Pre-determined by each school site).

4. Teachers responding to the Assembly area should report to their assigned stations.

5. Students should report to the station they are assigned. All staff are to report to their pre-established locations.

C: During Lunch

All students must follow standard earthquake procedures that respond to their location and school site at all times, even at lunch.

Off-campus students should be encouraged to return to the school as quickly as is
safely possible and report to their assigned evacuation locations. This will provide them with a safe place to wait out any possible aftershocks, give them quick access to water and First Aid, and provides a safe and accessible for their parents to locate them after the conclusion of the
emergency.

On Campus, Students should follow the same procedures as indicated for passing periods and the nutrition break.

D: In Route (To and From School)
Administrators should assist students in immediate proximity to the school at the onset of the emergency.

Families should be encouraged to develop plans for In Route emergencies.

The Site Administrator should consult with the District Office if possible, to determine whether to invoke part or all of the appropriate school emergency plan to meet the situation.

E: Campus Sweep and Rescue

1. To ensure that each student and staff member is evacuated, the Site Administrator should quickly organize Search and Rescue teams (attendance roosters, checking off students) to respond to any injured or trapped student/staff emergencies.

2. Upon discovery of an injured party, the team should use their best judgment on whether to attempt an immediate rescue or to send for help.

3. Team members should also assess damage to specific structures to see if they can be used during the emergency.
a. Conditions of major structures and cafeteria
b. Utility capabilities (gas, electricity, water, and sanitation)

F: Site Safety Team

Members of the Site Safety Team, with responsibility for securing the various gates to the
school, should report to their stations as soon as possible. Outside gates must be secured
to prevent students from leaving and to prevent unauthorized access by community
members to the school site. Parents are to be directed to the North Gate of the Football stadium to pick up their students.

G: Problems to Anticipate

1: Cell phones are needed for emergencies. All other cell phone use by staff and students should be discouraged.

2: Substitutes and new teachers may need assistance with evacuation procedures.

3: Students and/or staff with disabilities may need assistance. A plan for them
assistance can be found in the office and it should be practiced during drills.

4: Some classrooms may have students trapped inside who may need first aid or
rescue.

5: Some students may want to leave the campus on their own. This should not be
allowed, as the school is the safest place for students, particularly if the conditions
beyond the school are unknown.

6: Many parents will not know the names of all of their student's teachers.

7: Waste baskets with liners may need to be used as the only means of sanitary facilities.

8: Police or Fire officials may need to establish a morgue facility at the school.

9: Student Leaders may need to be pressed to assist with some emergency activities.

10: At least 100 gallons of water always need to be on hand.

11: Students may only be released to authorized adults listed on the student's emergency contact card.

12: Be prepared for a certain amount of 'panic' from students and/or staff and parents. Have a staff member designated to assist in 'calming' them down.

H: Alternative Emergency Assembly Area

There always exists the potential for an emergency of such proportions as to render the primary Emergency Assembly Area unsafe. In this case, it will be necessary to evacuate to the Alternative Emergency Assembly Area (determined by each school site.) All classes should follow the normal evacuation process.

I: Awareness and Training

All school sites and the district office participate in the Great California Shake Out every year in October. All classified and certificated staff and students at each site and in the district office participate in the preparation before the day of the shake-out, the drill on the day of, and in post-drill reflections. Planning for the Great California ShakeOut training consists of reviewing the SHELTER (Drop, Cover, and Hold on) and EVACUATE actions and providing resources to staff, students, and parents about the drill. Resources include checklists for home preparedness and recordings to play during the drill to emulate an actual earthquake. During the drill, all staff and students perform the Shelter action when the recording begins. Then staff and students are instructed to maintain that position for one minute after the shaking stops. After the shaking stops, staff and students are instructed to EVACUATE. They evacuate following the evacuation routes according to the evacuation map for their respective site. After the drill, teachers reflect with their students on their actions during the drill. The site principal or administration will log the date and time of the earthquake drill, the length of the drill, and any notes regarding the drill. The site principal or administration will reflect with their respective staff on strengths and areas for improvement for the next drill.

Explosion or Risk Of Explosion

In the case of a real explosion, the first evidence will be an extremely intense light. A blast wave may be anticipated almost immediately. What is to be done must be done immediately! Teacher and or staff is to take chare of students with need to assure they are safe and secure with the rest of the class.

If a bright flash or explosion occurs, pupils, staff, and others inside school buildings should:

1. Drop to the floor beneath a desk, chair, table or bench with back to any windows.
2. If there is nothing to get under, get close to an inside wall, away from windows.
3. In a bent, and crouched over position, bury face in the crook of one elbow, place the other hand over the back of the neck.
4. Cover the head with a coat or sweater or notebook if handy
5. After shaking is over, and/or evacuation signal is given, go to the assembly area

If a bright flash or explosion occurs, pupils, staff, and others outside school buildings should:

1. Crouch or lie down behind the nearest building, yard bench, curb, or gutter if such protection is within a step or two.
2. If there is no such protection, drop to the ground upon the abdomen, and lie as flat as possible.
3. Stay in the selected position until the staff member or administrator in charge of the area gives the "As You Were" command.

4. If a bright flash or explosion occurs while pupils are in a bus or van, the driver should stop the van, and have the students assume the DROP position, under seats if possible, and have them stay there until the driver gives the “As you were” command.
5. If it is determined that the explosion is within a school building, the fire alarm shall be sounded and all persons will evacuate according to established procedures.

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2. If there is nothing to get under, get close to an inside wall, away from windows.
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3. Stay in the selected position until the staff member or administrator in charge of the area gives the “As You Were” command.
4. If a bright flash or explosion occurs while pupils are in a bus or van, the driver should stop the van, and have the students assume the DROP position, under seats if possible, and have them stay there until the driver gives the “As you were” command.
5. If it is determined that the explosion is within a school building, the fire alarm shall be sounded and all persons will evacuate according to established procedures.

Fire in Surrounding Area
The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001) Teachers are to assign staff to students with special needs in the event of an emergency. Teachers and or staff are to take charge of students with special needs in the event of an emergency.

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

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

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

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

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

Fires

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

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

2. The principal or designee shall call 911.

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

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

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

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

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

Fire on School Grounds
Teachers and school staff in the event of an emergency fire on school graounds shall take reposnsibiliy of students and secure students with special needs and do the following.

I. Evacuation

A. All buildings and areas will be evacuated to the Emergency Evacuation Areas according to the school plan (see map page 10b) if the school fire alarm is sounded.
B. After securing the students, assigned personnel will make certain that all rooms and areas are evacuated.
C. Staff will determine the possibility and location of the fire.
D. If no fire is present, an all-clear signal will be given, and the alarm will be reset.

II. Fire

A. If the fire is present, the Site Administration will notify the Fire Dept at 9-1-1. A specific meeting place will be determined for a designee to meet the Fire Dept.
B. District Administration will be notified as soon as possible @ 356-2974.
C. Access roads and gates will be controlled by Site Safety Team members with walkie-talkie radios and keys, to provide access for emergency personnel.
D. Utility companies will be notified of any breaks or suspected breaks in lines that might present an additional hazard.
E. As much as possible, school records should be protected.
F. The Administration will consult with the Fire Department personnel before directing students and staff to return to classes.

Flooding
The principal will initiate any of the emergency actions considered necessary. The action taken will depend upon the severity of the situation as reported by emergency personnel, or by communication with the District Office. Teachers and or staff shall take direct reponsiblity of all students in their care who have special needs.

Severe Windstorm

FORECAST OF SEVERE WINDSTORMS

The U.S. Weather Bureau can usually forecast severe windstorms with a high degree of accuracy. If time and conditions permit, action go home may be implemented prior to an emergency. (Action goes home consists of returning students to their home by the most expeditious means.)

SEVERE WINDSTORMS WITH LITTLE OR NO WARNING

If high winds develop during school hours with little or no warning, the following emergency actions may be accomplished:

1. Implement action Take Cover: Students and staff should be assembled inside shelters or buildings.
2. Close windows and blinds (if available).
3. Remain near an inside wall.
4. Avoid structures with large roof spans.

5. Keep tuned to a local radio station for the latest advisory information.
6. Take roll.
7. Notify utility companies of any break or suspected break.

Loss or Failure Of Utilities
Power Failure

I. Variables related to Blackout Emergency

A. The administrative action most appropriate to meet a power blackout is contingent upon a number of important variables.

1. The amount of advance warning (if any) given to the school.
2. The time of day at which the blackout occurs
3. The climate at the time at which the blackout occurs.
4. The length of the blackout.
5. Other District Concerns.

B. Administrative action and school plan to meet the power blackout must reflect these various factors.

II. Power Blackout WITH ADVANCE Warning

A. Site Administrators will consult with the Superintendent.

B. Key personnel will be directed to shut off all electrical switches individually, not the school main switch. This is especially important if it appears likely that power will not be restored until after staff has gone home.

C. After the power is restored, the site administrators will check the effect of the power outage on the school (clocks, refrigerators, copiers, etc.).

III. Power Blackout WITHOUT ADVANCE Warning when school is not in session

A. Site Administrators will notify the Superintendent.

B. Key personnel will be directed to shut off all electrical switches individually, not the school main switch. This is especially important if it appears likely that power will not be restored until after staff has gone home.

C. After the power is restored, the site administrators will check the effect of the power outage on the school (clocks, refrigerators, copiers, etc.)

IV. Power Blackout WITHOUT ADVANCE Warning when school is in session

A. Site Administrators will notify the Superintendent.

B. The administration will contact local emergency services to determine the severity of the power emergency.

C. Key personnel will be directed to shut off all electrical switches individually, not the school main switch. This is especially important if it appears likely that power will not be restored until after staff has gone home.

D. The closing of the school should be with the approval of the Superintendent and will be considered only when there is no other acceptable alternative. Should the Superintendent direct that pupils be dispersed home, the Office will notify the following:

1. Transportation
2. Police

3. After the power is restored, the site administrators will check the effect of the power outage on the school (clocks, refrigerators, copiers, etc.).

V. Special Concerns to Beware of During Blackouts

A. Inoperative electrical systems and communications systems.

B. No incoming or outgoing calls if the phone system is down.

C. Inoperative refrigeration system.

D. Inoperative alarm system

E. Inoperative sewage pumping and other sanitation facilities due to lack of water pressure.

Motor Vehicle Crash

If you are the driver of a district vehicle, such as a car, van, bus or driving district students in your own car:
1: Stop, secure your vehicle, Turn on hazard lights.
2: Check for injuries.
3: Radio or call 911, then radio phone District office.
4: Use first aid on injuries., See that your students are in a safe place, (Give first aid / evacuate vehicle if necessary). Do not move anyone who is unconscious or severely injured unless their life is directly threatened.
5: Take another vehicle's license number and ask the driver to wait for the authorities. (Do not discuss or argue about Accident.)
6: Set out reflectors if necessary.
7: When all is secure, get an accident report form or sheet of paper and write all the information you can remember on the form. Exchange information with the other driver or drivers.
8: Fill out student seating chart with names, addresses, and phone numbers.
9: Fill out an accident report form if you have time.
10: Information needed: Driver name, address, driver's license number, phone number, and vehicle information, make, model, year, color, owner name, insurance.
11: Get information on witnesses, other than passengers, names, address, phone numbers, driver's licenses, if you can
Stay at the accident, do not leave until you are released from the accident by the authorities.

At the Scene of a Bus Accident:
At the scene of an accident involving a school van or bus, the responding law enforcement agency is in charge.

The responsibility for the release of students rests with the Holtville Unified School District personnel.

The following van/bus emergency procedures shall be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to protect the welfare of the students.

Procedures:
Van or Bus Accident while transporting students
A. Driver Responsibilities
1. Contact the Principal’s office as soon as possible and give the following information:
a. Type of accident
b. Location of accident
c. The extent of injuries and requests for emergency ambulance serviced. Request another bus to transport students

2. Provide emergency first aid for the following medical conditions in the order listed.
a. Restoration of breathing
b. Severe bleeding
c. Shock
d. Minor injuries

3. Evacuate the van or bus, only if required for passenger safety.
a. Give instructions for orderly evacuation from designated exits.
b. Announce specific assembly point
c. Accomplish a headcount
d. Check to be sure that all passengers have left the bus/ van
e. Supervise or arrange for supervision at the assembly point

4. Report to the Principal's office the names of students sent to the hospital, giving the name and location of the hospital.
B. Responsibilities of District Personnel, other than the van/bus driver
1. Assist in implementing directions given by the driver.
2. Assist in the supervision or orderly evacuation if this is necessary.
3. Monitor and supervise students as needed and assist with First

Opioid Overdose

Purpose:

To establish a protocol for responding to suspected opioid overdoses by facilitating the distribution and administration of Naloxone (Narcan) in compliance with California Department of Health guidelines and to ensure the safety and health of students, staff, and visitors.

1. Policy Overview

The Holtville Unified School District is committed to protecting the health and safety of students and staff. This protocol is developed in accordance with state and federal guidelines, including provisions under the Naloxone Distribution Project (NDP) and the current Naloxone Standing Order by the California Department of Public Health.

2. Signs of an Opioid Overdose

School staff should recognize the following symptoms of an opioid overdose:

- Unresponsiveness or unconsciousness
- Slow, shallow, or no breathing
- Blue or gray lips or fingertips
- Gurgling or choking sounds
- Pinpoint pupils

*Naloxone is not addictive and cannot cause harm to anyone, including those not suffering from an opioid overdose. If in doubt, administer the Naloxone.

3. Protocol Steps

3.1Assess the Situation:

- Ensure the area is safe for responders.
- Determine if the individual is unresponsive.

3.2 Administer the Naloxone:

- Intranasal Spray (Narcan): Insert into one nostril and press the plunger firmly with your thumb.
- Call 911. Provide location details and describe the situation.
- Alert the school nurse or designated staff.
- Monitor the Individual.
- If the individual does not respond within 2-3 minutes, administer a second dose in the alternate nostril with a new device if available.
- Perform rescue breathing or CPR if needed as instructed until emergency responders arrive.

3.3 Post-Response Actions

- Place the individual in the rescue position.

- Stay with the individual until emergency responders arrive.
- Monitor for recurrence of symptoms.
- Fill out the **Incident Report** detailing the response.
- Inform parents/guardians of the incident, maintaining student privacy.
- Review the incident and provide emotional support to responders and witnesses.

4. Prevention and Education

4.1 Staff Training:
- Provide annual training on recognizing opioid overdoses and administering naloxone.
- Include training as part of CPR and First Aid certifications.

4.2 Naloxone Access:
- Maintain an adequate supply of naloxone kits at each school site.
- Store naloxone in secure, accessible locations as designated by the school nurse or administrator.

4.3 Student Education:
- Integrate age-appropriate education about the dangers of opioid use into the health curriculum.
- Promote awareness campaigns on substance abuse prevention.

5. Legal Protections and Compliance
-Good Samaritan Protections: Staff administering naloxone in good faith are protected under California law.
-Confidentiality: Maintain confidentiality for students involved in overdose incidents.
-Reporting: Comply with mandatory reporting requirements for opioid incidents, as outlined by state law.

6. Review and Updates
This protocol shall be reviewed annually or as needed to ensure compliance with updates from the California Department of Public Health and other relevant authorities.

Pandemic

INFECTIOUS DISEASE/PANDEMIC INFLUENZA PLAN

Prevention:

Prevention is a top priority. The following prevention activities will help reduce student/staff absences during an influenza and cold season as well as during an influenza pandemic.

Prevention Activities:

• The school nurse/nurse's aide will inform/educate administration, teachers, and staff on hand washing and cough/sneeze etiquette throughout the school year as well as the importance of an annual flu vaccine and staying home when ill so as not to expose other staff members and students.
• Parents/guardians will be educated on basic prevention activities to include the importance of hand washing and cough/sneeze etiquette, keeping students at home when ill, and the importance of an annual flu vaccine. This will be done by school staff and by flyers home.
• Students will receive grade-appropriate health education about communicable diseases and methods to interrupt disease spread such as washing hands, staying home when ill, cough etiquette, etc. This will be communicated in morning announcements and by flyers posted in the classrooms.
• School personnel, students, parents/guardians will be educated in ways to limit the spread of infection and the importance of flu vaccines. Classrooms will be supplied with hand sanitizer, tissues, and trash receptacles. Custodians will give extra attention to desk surfaces, doorknobs, and keyboards. Each teacher will be responsible for ensuring that his/her room has the necessary hygiene supplies and will notify the site administrator when they need additional supplies.

Preparedness:

The goal of preparedness Is to plan for a rapid, coordinated, effective response for when/if a pandemic occurs.

• The HUSD District Management team along, with site administrators, will be the leads of development and maintenance of the district's pandemic influenza plan.
• All district and site staff will receive training/information on what to do in the case of an influenza pandemic, absences, childcare, methods to limit the Impact of pandemic, and general preparedness such as the need for food, medication, and other supplies
• The Superintendent or designee will be the primary representative to the County Office of Education during a pandemic.
• The Superintendent or designee will be responsible for issuing the order to dismiss students with the actual dismissal under the supervision of the site administrators.

Students will be dismissed per district policies:

• Parents will be notified of school dismissal by phone and public service announcements
• Students will be dismissed through the school site offices
• Students will only be cleared to parents/guardians and/or another individual listed on the student's emergency card
• Bus transportation will be provided for those students who normally ride the bus
• Emergency bus transportation will be provided on an as needed basis

Communicable disease control policies will be reviewed with all school site personnel and all personnel at the district level to include:

• Procedures when a teacher or a staff member become ill at school, isolating the teacher/staff member until transportation home can be arranged
• Staying home when ill. Including when an employee can return to school
• Staying home when a member of the household is Ill with the flu
• Sick leave policies specific to a pandemic

Communicable disease control policies for students will be reviewed to include:

• Procedures for when a student becomes ill at school
• Procedures for isolating an ill student until parent/guardian can be notified and student picked up from school
• Procedures for determining when a student can return to school

Emergency Communications Plan

• Site administrators will make weekly absence reports to the imperial County Public Health Department
• Site administrators or designee will notify parents/guardians, students, teachers, and Staff of an Influenza pandemic by phone (Parent Link), school websites, site marquees, community marquee, and public service announcements on the radio and television.
• The Superintendent or designee will be responsible for communications with the Imperial County Public Health Department and with the media.
• Site administrators or designees will be responsible for communications with School Personnel and parents/guardians
• The superintendent or designee will communicate and monitor local, state and federal guidance for pandemic planning and operations
• The superintendent or designee will communicate with the imperial County Office of Education
• In the event of a pandemic, essential operations that will continue are:
o Communications
o Custodial
o Facility Maintenance
o Payroll
o Technology
o Students Support/Guidance

• Important, but non-essential operations that may be cancelled during a pandemic are:
o Accounts payable and receivable
o Human Resources
o Transportation
o Curriculum
o Food Services
o Students Support/Guidance

Core Operations:

The district and the individual school sites will use existing management and each Site Administrator or designee will identify 3-5 staff members for key positions. The Superintendent or designee and each site administrator and designee will determine how staff for non-essential operations will be reassigned with the district/school or available as disaster service workers. A substitute pool for all levels and types of district staff will be developed by the superintendent or designee.

Work Policies:

The Superintendent or designee will communicate pandemic-specific policies on sick leave and employee compensation. In addition, he/she will determine where and how employees will work during student dismissals whether at school, home or a combination. Employees will be instructed not to bring their children to the workplace if childcare cannot be arranged. Social distancing strategies will be followed in order to minimize face-to-face contact at school. Employee stress and emotional well-being will be monitored by the district's employee assistance in coordination with public mental health support service and ICOE counseling services. The district psychologist will be responsible for coordinating the counseling and support services.

District/School Goal for Level of Continuity of Instruction

Students will be able to work on materials/content that broadly relate to content areas. Materials used might include books, textbooks, workbooks, worksheets, e-mail, television, and Internet content. Depending on length of closure, students may attend school during summer and/or other school breaks to make up missed classes during closure.

- Teachers will have the primary responsibility for curriculum planning and content during student dismissal
- Students will be surveyed in order to identify what technology they have in their homes to support continued student learning when schools are closed
- In order to get assignments, there will be phone messages home, the school web page will be used, and a location will be designated at the Holtville Middle School as a drop off/pick up location for assignments and homework
- In order to introduce written materials, textbooks will be sent home with students; teachers will create individual lessons/worksheets and Independent study packets
- Teachers will explain material through use of the school web sites(s)
- Students may ask questions through email
- Worksheets and independent study packets will be used for student practice
- Students will be assessed by their completed assignments, worksheets and/or essays
- If students do not have access to technology at home, they will still be responsible for the material through study packets and worksheets

Plan for Reopening Schools

- Preparing facilities: Superintendent and Maintenance Supervisor
- Resuming priority district/school operations Superintendent or designee and Site
- Administrators
- Convening and checking-in with district personnel: Superintendent or designee and site administrators
- Recovery in-services for district personnel on self-care, warning signs, disaster mental health: District nurse, district psychologist, Imperial County Mental Health, ICOE mental health services
- Identifying district personnel who will/will not be returning/need continued time off: Human relations officer and site administrator
- Identifying students who will/will not be returning/need continued time off: District nurse site administrators or designees
- Preparing for substitutes/class reassignments: Site administrator, or designees, project office
- Preparing to resume food service operations: Food Services Manager
- Planning for assessment and reintegration of students with different levels of learning activities at home while school was closed: Teachers
- For special education students, planning for making an individualized determination as to whether and to what extent the student's IEP needs to be changed and/or compensatory services needed to help students regain skills that might have been lost during the school closure: Special Education Director, counselors, special education teachers, teachers
- Students will be welcomed back to school by site administrators, all teachers and staff.

Psychosocial support will be offered through the district nurse, district psychologist, and county mental health services as well as CDC Emergency Preparedness and Response, Trauma, and Disaster Mental Health Resources, which are available online.

Training and Exercise Plan:

District personnel will receive an overview of pandemic influenza. There will be a plan review for administrators, teachers, and all staff as well as for parents/guardians. District and site level meetings will be held to plan continuity of instruction for students, to include information technology assessment/working at home. There will be in-service training on disaster mental health for all personnel. The Superintendent or designee will review with all staff their roles as Disaster Service Workers (DSW), which includes all public-school employees. Some School sites buildings may be used for emergency response field operations during a pandemic. The Superintendent or designee will designate who will be responsible for ensuring that the site ias prepared to function in the desired capacity, that school assets are protected, and that the site is 'returned to normal' when the emergency use is finished.

Response:

This is the time to follow your school's pandemic emergency plan and make use of your preparations, maintain communication with the Superintendent, the authority responsible for school closure, and with education authorities.

Warning Phase:

Actions will be directed by Legal Authority to implement social distancing activities, minimum days, no extra-curricular activities, etc. Staff meetings will be held to review the continuity of instruction plan. Staff will review policies with parents/guardians including information that students will have textbooks, handouts, and learning packets to take home as well as how learning will continue at home. School personnel and parents/guardians will be informed regarding flu symptom recognition, limiting the spread of disease, social distancing, isolation and quarantine, the suspension of extra-curricular activities, and the plan for school closure.

Response:

In the event of a school closure, the following procedures will be implemented:
• The Continuity of Operations Plan will be activated
• School personnel, parents/guardians will be informed regarding
o When schools will close/how they will be informed of the reopening
o How instruction will be continued
o Helping children feel secure
o Pandemic home care
o Stress management strategies
o Take learning seriously during school closure
• Inform district/school personnel of Disaster Service Worker (DSW) role
o School personnel needed as disaster service workers
o School personnel not needed in role of DSW
o District non-essential personnel required as disaster service workers
0
Recovery:

Return to learning and restore the district and school site infrastructure as quickly as possible.
• Activate needed components including, but not limited to, a plan for reopening school, welcoming students back, providing psychosocial support for district personnel and students and maintaining communications with Education Authorities, Legal Authority for School closure, and the local public health agency.
• Meet with staff to assess needs, inform of available support, remind staff to take care of themselves so they can help take care of others. Prepare others for reopening.
• Inform school personnel and parents/guardians regarding the reopening of school, stress management resources available for students and families, accessing mental health services, dealing with stress/grief and supporting children.
• Actions to be taken for returning to school. Establish routine as soon as possible. Continue infection prevention practices. Incorporate student experiences into class discussions, provide psychosocial support, delay tests and projects, monitor staff/students for the emotional impact of the pandemic, seek out staff/students who may need additional assistance and connect with assistance, recognize administrators, teachers, staff, and mental health support staff for their efforts and contributions.
• Involve teachers, staff and students in rebuilding the school community for long-term recovery. Stay alert for any continuing changes in behavior over an extended period, link district personnel and students to resources as needed.

COVID-19

* Holtville Unified School District does have a team working on the COVID-19 Prevention Plan and Check list. Currently the District has the HUSD COVID-19 Written Report located on the Holtville Unified School District web page at www.husd.net.

* Holtville Unified School District has a COVID-19 team working on the COVID-19 Safety Plan parts one and two. The Illness and Injury Prevention Plan and the Check list. Final District plans willl be located on our web page at www.husd.net.

COVID-19 Reopening Plan

I. Introduction?

The Holtville Unified School District is dedicated to providing a safe learning environment? which promotes academic success and equity for all students. ? Our community of dedicated? professionals is here to provide a world-class education to the children of our community. HUSD has a rich history of ensuring that each child is given every opportunity to experience academic, social and emotional growth that will help them to become productive, positive contributors to society.

In light of COVID-19 concerns, Holtville schools have not been able to educate students on campus this school year. HUSD is providing Distance Learning and will reevaluate instructional methods as the IC Public Health Dept. updates their guidelines. The following document was created by the Imperial County Office of Education to provide a timeline for the safe reopening of local schools. Further information can be found at the following link.

When HUSD schools reopen, the

District will actively monitor students for COVID-19 related symptoms.

It is expected that parents monitor their child/ren for COVID-19 symptoms (temperature above 100.4° Fahrenheit, cough, sneezing, shortness of breath, nausea, diarrhea, headache, body aches, etc.) prior to sending their child/ren to school every morning.

If the child/ren exhibits any

COVID-19 symptoms, the child/ren must remain at home, seek medical attention, and the school site must be notified.

A quick update.

Our local isolation and quarantine orders are not yet updated; they are pending legal counsel finalization. With that said, the current local Imperial County isolation and quarantine orders are still in place.

On another note, below are some updates sent to local health departments earlier today by CDPH. Those will be applicable as soon as our orders are updated and we align with the CDPH isolation and quarantine guidelines. It is “the latest COVID-19 Public Health Guidance for K-12 Schools updates”:

• “Isolation for students (i.e., when a student has been infected with the virus, even if they don’t have symptoms): As has always been the case, CDPH K-12 Schools guidance (in Section 10) recommends that individuals follow the general CDPH guidance regarding isolation. Thus, per the now-updated general CDPH guidance, for “Everyone, regardless of vaccination status, previous infection or lack of symptoms… Isolation can end after day 5 if symptoms are not present or are resolving and a diagnostic specimen collected on day 5 or later tests negative.” See the general guidance for more.

• Quarantine for students (i.e., when a student might have been exposed to the virus and may or may not be infected): The current CDPH K-12 guidance regarding modified and standard quarantines remains unchanged at this time. That said, we are actively reviewing new CDC guidance (issued yesterday, Jan 4, 2021) and hope to provide updates soon.

• Staff: As has been the case, employers are subject to the Cal/OSHA COVID-19 Prevention Emergency Temporary Standards (ETS)

but Executive Order N-84-20 is still active. It is our understanding that Cal/OSHA will be providing additional clarifications via a forthcoming statement."

COVID FLOW CHART OF STUDENT-STAFF-GUEST, ACTIVE CASE MANAGEMENT PROCEEDURES

Positive COVID19 Test (student & staff) Pending Test Results (Anyone in the household)

I I

Stay home & Notify school Stay Home & Notify School

I I

Isolate 5 days from Entire household should
the date of positive test quarantine until test results are received

I I I

Discontinue Isolation Positive Results Negative Results
• If at least 5 days passed since the date of positive test Follow Positive • Provide negative test results; AND
• At least 24 hrs. have passed since the use of test • May return to school unless symptoms arise, then follow Pathway for
fever-reducing medication OR; Positive COVID19 Test
• Symptoms have improved
*Proof of negative test is not required

Symptoms of COVID19
Fever of 100* Cough Shortness of breath Chills
Loss of taste or smell Vomiting & Diarrhea
Sore throat Headache Congestion
-Must stay home if symptoms with (*) are present or presenting with 3 or more symptoms listed above.
-Must stay home if multiple family members in the household have symptoms.
-May return to school upon providing documentation from healthcare provider and/or proof of negative COVID19 test. Symptoms must be improved and no fever for 24 hours
without the use of fever-reducing medication prior to returning to school.

Holtville Unified School District
COVID-19 Flow Chart

Exposed to COVID
(Positive Individual)
I
Notify School
I
Fallow Pathways 10 days from the date of last exposure
I I
VACCINATED UNVACCINATED
• If asymptomatic (no symptoms) vaccinated Follow Pathways for:
individuals can resume all normal activities Exposed at school
• Individual may return to school &
If individual starts showing symptoms follow Exposed outside of school

Positive Test Pathway I
E x p o s u r e
I I
AT SCHOOL OUTSIDE OF SCHOOL
• If asymptomatic may return to • Quarantine 10 days if SYMPTOMATIC
school • If asymptomatic (no symptoms)
• Mask required quarantine can end on day 5 from
• Test between day 5-7 day of last exposure without testing;
• Quarantine from extracurricular OR
activities at school & community • Quarantine can end on day 5 if
NEGATIVE test is collected after day 5
from last date of exposure.

Our district received a limited number of free COVID kits to send home with our students based on our discretion. It appears these at home COVID tests have created some issues for us so I would like to clarify some information.

If a parent notifies the school that they used an at home COVID test, whether it is one they bought at the store or one that we sent home with their child, and the results are positive, we must go by that result. It does not matter if they go to Dr. Vo or All Valley Urgent Care or ECRMC and get a negative test that same day or the next day or thereafter. We must accept any positive result as a potentially true positive.

The home COVID kits are rapid antigen tests. These are the same tests the doctor's offices are using and they can give false-positives & false-negative readings. It is difficult to determine which test to accept, so to error on the side of caution we must believe it could be a true positive result.

With that said, the ONLY exception for accepting a negative test from a doctor after a getting a positive home test is if the student receives a PCR test to confirm the negative result. The PCR test is more accurate and considered the gold standard for COVID testing. Most of the healthcare providers write on their doctor's note the type of test that was ran.

If a parent calls in and states their child had a positive at-home test, but they want to take them to the doctor to verify, please inform them we will only accept a negative PCR test in order to override the positive antigen test.

Hope this makes sense. If it doesn't, please ask questions in this email thread.

One problem that has come up from these at home COVID kits is parents may need to show proof of the positive test to their employer & most employers only accept a note from a doctor. If that is the case, I can write a letter to their employer.

Lastly, these are AT-HOME kits meaning they should administered at home. We will not perform the test for the parents. There are step-by-step directions in each box. If they do not feel comfortable testing their child using the home kit, then they can take their child to the doctor for testing. We are simply trying to help parents and prevent the burden of waiting in line for 3-4 hours for a COVID test.

You can find the full guidance here: https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx

II HEALTH

A. Local Conditions to Reopen

1. HUSD will follow state and local public health department clearance.

B. Equipment

1. Each school site will have a sufficient amount of screening equipment and personal protective equipment (PPE).

a. Facemasks, face shields, gloves, gowns, sneeze guards, thermometers, nursing equipment, etc.

b. PPE/equipment will be restocked as needed.

2. Classrooms will be equipped with disposable face coverings, gloves, hand sanitizer, plexiglass sneeze guards and thermometers.

a. Gowns and face shields are available for added protection, or as needed.

C. Cleaning/Sanitizing Supply

1. Adequate cleaning/sanitizing supplies will be available at each school site.

a. Disinfectants, soap, hand-sanitizer, UV lamps, paper towels, facial tissue, etc.

D. Address Positive COVID-19 Cases and Community Surges

1. If any individual (student/staff) tests positive for COVID-19 the following measures will be taken:

a. The HUSD COVID-19 Team, composed of site administrators, the district nurse and district administration, will convene and consult with the Imperial County Public Health Department (ICPHD) when necessary.

b. The positive individual will be required to provide documentation of the positive test result (PCR) and will be instructed to follow ICPHD isolation orders. ? Isolate 10 days from the date of the positive test.

c. All close contacts of the confirmed positive case will be notified via a combination of phone calls and letters sent home with instructions to follow ICPHD quarantine orders.

d. All exposed areas on campus will be disinfected accordingly.

e. All staff and students exposed will be retrained on personal hygiene and the importance of following county orders.

f. All positive and exposed individuals will be reported to ICPHD via the school reporting portal.

g. Reporting expectations will be consistent with HIPAA compliance and guidance from the health department.

h. All instruction and learning will be conducted via distance learning for the individuals placed in isolation or quarantine.

i. Prior to the resolution of the isolation period, the COVID-19 Team shall contact the positive individual to evaluate if the discontinuation of isolation guidelines have been met.

? A negative test or clearance from a physician will be required to return to campus after the isolation period is complete.

? A return to campus date will be determined and communicated by the COVID-19 Team.

j. The HUSD COVID-19 team will consult with the ICPHD school liaison at any time deemed necessary.

2. If an individual within a cohort tests positive for COVID-19, the entire cohort will be dismissed to follow isolation & quarantine orders, which will allow for additional cleaning and disinfecting.

3. If two or more individuals, in different cohorts, on the same school site test positive for COVID-19 within fourteen (14) calendar days all cohorts at that school site will switch to distance learning for a minimum of 72 hours to conduct additional cleaning and disinfecting.

a. The school site will reopen upon approval from the district COVID-19 Team.

4. In consultation with the HUSD Board of Trustees, the COVID-19 Team may close one or more schools and switch to distance

learning for the safety of the staff, students, and community if one or more of the following occurs:

a. Classroom closure: If within a 14 day period, 5% of students and staff in a classroom test positive for the virus, the classroom will close to in-person learning and revert to distance learning. All individuals in the classroom will quarantine for 14 days.

b. School closure: If within a 14 day period, 5% of students and staff in a school test positive for the virus or when there are multiple cases in multiple cohorts at a school, the school will close to in-person learning and revert to distance learning. All individuals in the school will quarantine for 14 days.

c. District closure: If within a 14 day period, 5% of students and staff in the district test positive for the virus, the district will close to in-person learning and revert to distance learning. All individuals in the district will quarantine for 14 days. 5. The ICPHD, HUSD Board of Trustees and the COVID-19 Team will determine when it is appropriate to return to in-person instruction. This may occur after 14 days to allow for proper notification of all exposed individuals, further cleaning and disinfecting of school sites and retraining of COVID safety and prevention measures.

E. Address the School's Role in Identifying, Documenting, Tracing, Monitoring and Reporting COVID-19 infections:

1.? Identifying: Active screening?

a. Daily COVID-19 Symptom Check-In/Questionnaire for all staff and students.

b. Daily temperature check for all staff and students.

c. Additional staff will be hired and trained to assist with, but not limited to the following: screening process, monitoring outside classroom movement, and supervising isolation rooms.

d. Screening staff will be trained on screening protocols, use of screening equipment and COVID-19 symptoms.

2.? Documenting, Tracing and Monitoring:?

a. The Synergy student information system will be used to document, trace and monitor individuals within the school district.

b. The COVID-19 Team and Human Resource Department will review employee sick calls/symptoms.

3. Reporting protocols

a. HUSD will follow the Imperial County Public Health Department (ICPHD) reporting protocols.

b. All positive cases will be reported to ICPHD.

? Anyone exposed/in close contact (as defined by the CDC) to the positive individual will be reported to ICPHD.

? All outbreaks (3 or more positive cases within a 14 day period) will be reported for further guidance from the ICPHD.

c. The COVID-19 Team will keep an open line of communication with the local health department school liaison.

III. Campus Access?

A. Student

1. Students will enter and exit campus at designated access points throughout campus to avoid close contact and/or mixing of cohorts.

2. All students will be screened daily prior to entering campus. Permission to enter campus will not be granted if the check-in is not complete.

a. Daily COVID-19 Symptom Check-in/Questionnaire

b. Temperature check

3. Any student exhibiting symptoms of COVID-19 at the time of screening (i.e. 100.4° Fahrenheit or above temperature, cough, shortness of breath or difficulty breathing, sore throat, new loss of taste or smell, chills, head or muscle aches, nausea, diarrhea, vomiting) will not be permitted on campus.

a. The symptomatic student will be separated from the other students.

b. The parent/guardian will be notified and instructed to pick the student up.

c. Parents may be advised to have their child tested for COVID-19 and maintain home isolation until cleared by medical personnel for return to school.

4. While on campus students will be monitored throughout the day for signs of illness.

a. Teachers/aides will receive training on symptoms of COVID-19 and how to properly report to the nurse/health clerks if a student develops symptoms.

5. Students who exhibit symptoms at school will be removed from their cohort and placed

in a designated isolation area to wait until a parent/guardian arrives.

a. Designated isolation rooms or areas will be assigned at each school site.

b. Staff assigned to an isolation room will wear appropriate PPE while monitoring a suspected positive COVID-19 student.

B. Staff

1. Staff will self-monitor COVID-19 symptoms prior to leaving home.

2. Staff must complete the HUSD Daily COVID-19 Symptom Check-In/Questionnaire prior to coming to campus.

a. Permission to enter campus will not be granted if the check-in is not completed.

3. Each staff member entering campus will have his/her temperature taken at the designated location.

4. Any staff member exhibiting signs of COVID-19 symptoms at the time of screening (i.e. 100.4° Fahrenheit or above temperature, cough, shortness of breath or difficulty breathing, sore throat, new loss of taste or smell, chills, head or muscle aches, nausea, diarrhea, vomiting) will not be permitted on campus.

a. The staff member will be responsible to notify their supervisor and instructed to go home.

b. The staff member may be advised to get tested for COVID-19 and maintain home isolation until cleared by medical personnel for return to school.

5. Staff who display COVID-19 symptoms at school must immediately inform their supervisor and will be sent home to await guidance from the COVID-19 Team.

a. Students in the class will be removed from the potentially exposed environment.

C. Outside Visitors and Groups

1. Visitors will not be permitted on campus.

2. Due to the COVID-19 crisis, use of facilities requests must include additional safety measures and will be evaluated on a case-by-case basis.

3. Site administrators will establish protocol for accepting deliveries and communicate those protocols to their staff.

IV. Hygiene?

A. Staff Training and Family Education (age-appropriate)

1. Staff will be required to complete the “COVID-19 School Based Guidelines” online training.

2. Staff will receive training by the district nurse on COVID-19 safety and prevention measures covering the following areas:

a. What is COVID-19?

b. How is COVID-19 transmitted?

c. What are the symptoms of COVID-19?

d. When to seek medical care?

e. What should you do if you are COVID-19 positive?

f. What are the risk factors for COVID-19?

g. What are effective safety & prevention measures?

3. Staff will receive education and video demonstrations on the following:

a. Proper hand washing/disinfecting techniques.

b. Proper respiratory etiquette.

c. Proper use of a face mask.

4. Teachers will educate their students as to COVID-19 Guidelines, proper hand washing/disinfecting techniques, respiratory etiquette, and the proper use of a face mask.

5. Signage is posted throughout campuses requiring the use of face coverings, hand washing, proper respiratory etiquette and social distancing.

6. Families will be educated via the following: HUSD website, signage throughout all campuses, flyers that are sent home, school social media accounts, online meetings and other communication platforms.

7. HUSD will continue to inform all stakeholders of the latest updates regarding Imperial County Public Health Department COVID-19 Guidelines on a regular basis.

B. Equipment

1. Hand-washing stations/hand sanitizer stations have been placed throughout campus.

2. Hand sanitizer is available in the classrooms and students have access to wash their hands when needed.

3. Teachers will implement a daily hand hygiene routine in their classroom.

V. Physical Distancing?

A.On Campus

1. Physical distancing of 6 feet or more will be enforced for all individuals on campus.

a. Signage will be posted throughout campus to reinforce social distancing.

2. Students will be escorted to and from classrooms by a designated staff member while maintaining 6 feet distance.

3. Classrooms will be arranged to ensure 6 feet distance between students and staff.

a. Sneeze guards will be utilized in class for added protection.

4. The movement of students outside of the classroom will be minimized and monitored by staff to prevent intermingling of cohorts.

5. Face mask guidance shall follow the California Department of Public Health at: Guidance for the Use of Face Coverings 06/18/2020

B. Outdoor Recreation Areas

1. Physical distancing should always be maintained when students are outside.

2. School outdoor recreation areas will not be used until advised otherwise by state or local health officials.

3. Only contactless Physical Education will be allowed, as well as activities, in which equipment is not shared.

C. Classrooms

1. Rearranged furniture and play spaces to ensure 6 feet distancing between students.

2. Physical distancing should always be maintained when students are taken outside.

3. All students will face the same direction.

4. Masks required in classrooms.

5. Open windows & doors if possible to allow for increased circulation of outdoor air.

D. Food Service

1. Food service staff will wear PPE during food preparation and the serving of meals.

2. If social distancing is not permissible in the cafeteria/lunch area, breakfast and lunch may be served in the classroom or grab and go service will be available for consumption at home to eliminate mixing of cohorts.

3. If social distancing is possible, breakfast and lunch will be served in the cafeteria/lunch area utilizing:

a. self-contained containers (disposable) to avoid exposure of food items.

b. staggered lunch periods.

c. limited physical interaction during meal service.

d. suspended self-service and shared tables.

E. Staff

1. Plan for physical distancing among staff.

2. Staff should avoid congregating in any area that the 6 ft distancing requirement cannot be met.

3. Workspaces will be rearranged and 'distancing' information will be displayed.

4. Social distancing will be adhered to during staff development meetings.

5. Adjust staff schedules as necessary.

6. Staff engaging in screening students, parents and employees must wear facemasks and disposable gloves.

VI. Cleaning/Disinfecting?

The Holtville Unified School District will maintain high standards of cleanliness.

1. Custodial staff involved in disinfecting and cleaning should wear personal protective equipment (PPE) at all times and follow supervisor instructions when disinfecting COVID-19 exposed areas.

2. Classroom staff will disinfect surface areas routinely throughout the day, such as:

a. Desks and tables, chairs, keyboards, phones, headsets, and other high-touch areas.

3. Daily disinfecting of high-touch surfaces will be performed by custodial staff, such as:

a. Door handles, desks, chairs, phones, sneeze guards, drinking fountains, sink handles, restroom surfaces, and floors.

b. Daily use of UV light to disinfect classrooms.

4. HVAC systems will aid in circulating outside air into the classrooms. Maintenance of HVAC systems will be conducted frequently.

5. Ensure restrooms are maintained, stocked and sanitized frequently throughout the school day.

VII. Communication with Students, Parents, Employees, Public Health Officials, and the? Community

1. HUSD will engage stakeholders of the COVID-19 Safe Reopening School Plan.

2. HUSD will communicate COVID-19 Safe Reopening School Plan to stakeholders as well as community members.

3. All stakeholders will be informed of COVID-19 health and safety protocols. VIII. Instructional Programs?

The Holtville Unified School District may start the school year with one or more of the three models below and transition as new

health and safety information becomes available.

? Distance Learning: one hundred percent of the learning/coursework is done from home.

? Hybrid Model: some learning is done at school in person and some learning is done from home through an online platform.

? Regular Schedule: students attend school on a daily basis with teachers.

In the event that the Holtville Unified School District must open in an online format, the district will follow AB 77- Education Budget Trailer Bill guidelines as follows:

1. Provide daily live interaction between teacher and students for the purpose of instruction, progress monitoring, and maintaining school connectedness.

a. Live Online Instruction(Synchronous): interactive sessions along with some online/electronic assignments.

b. Online Assignments (Asynchronous): online/electronic homework with due dates that students can complete from home along with teacher feedback.

c. Recorded Instruction: learning sessions that students can access on demand to supplement/support live instruction along with some assignments.

2. Provide high quality instruction aligned to grade level standards.

3. Accommodations necessary will continue to be provided and monitored for all Special Education students/students with 504's to ensure they follow Individual Education Plans during distance learning.

4. Designated and integrated instruction for English Learners will continue with support to access curriculum, assessments, and reclassification.

5. Provide academic and other supports to assist students with extra needs.

6. Assist with providing access to Internet connectivity as well as electronic devices in order to complete assigned work.

IX. Mental Health and Well-being of All?

1. Support and promote student wellness on a regular basis (i.e. check-ins, etc.).

2. Promote daily routines in the classroom setting and include mindfulness strategies.

3. Support and promote staff wellness (trainings, techniques, strategies, etc.).

4. Continue targeted intervention of students and staff.

5. Inform community of local resources (food banks, Medi-Cal, child care, etc.).

X. School Services?

A. Transportation will follow COVID-19 Health and Safety guidelines as well as social distancing guidelines.

1. Student temperatures will be taken by the Bus aide/ driver before entering the bus.

2. Students who are symptomatic will not be allowed to board the bus or come on campus.

3. Possible two students per seat wearing masks at all times.

4. Students will be supervised by a bus driver or bus aide.

5. Students from the same family may sit together.

6. Parents and students will be instructed to maintain the required 6 ft of distancing and wear masks while waiting to load or unload the bus.

7. Students will be seated from the rear forward to prevent passing.

8. Students who will be getting off the bus first should board last and sit in the front of the bus going home in the afternoon.

B. Food Service will follow COVID-19 Health and Safety guidelines as well as social distancing guidelines and the following procedures:

1. Signage is posted on how to stay healthy in the food service area and cafeteria.

2. Meals will be individually plated and produce will be individually wrapped (no self-serve).

3. Entrees will be individually wrapped.

4. Seating will be rearranged to ensure physical distancing inside and outside of the cafeteria.

5. Signage is posted to enforce 6 feet social distancing.

6. Food Service staff is implementing a touchless point of service system for students.

7. Grab-and-go meals for students not on campus will continue to be made available.

Additional Resources:

CDC Guidelines

CDPH and Cal/OSHA Guidance for Schools and School-Based Programs

CDPH Blueprint for a Safer Economy

California Department of Education Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools

CDPH COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year

Imperial County Office of Education Pathway to Reopening

Face mask guidance from the California Department of Public Health

How to Select, Wear and Clean Your Mask

Health Officer Order

Holtville Unified School District Meal Safety Plan

During school closures our District is planning to provide meals to the community under the Seamless Summer Option to kids and teens under 18-years-old.
The HUSD School Food Authority (SFA) will follow State and Federal Safety rules to ensure Food Quality and sanitation. A written plan for each individual school in the SFA is based on Hazard Analysis and Critical Control Point (HACCP) principles. Flow of food is monitored from the beginning of the process (receiving) until the last step, which includes cooling, reheating and service to the students. If a critical control point is found, we will make the proper corrections using our Safety Program to ensure quality and safety of the student meals.
Holtville is planning to distribute hot and/or cold meals in sack lunches in 2 different ways: Grab and go, or drive-thru distribution. This system will be put in place to allow children to take food home to a non-congregational setting. Point of meal service will be set in front of cafeteria facilities, just a few feet away from them. Breakfast meal distribution will be from 7:30 AM-8:30 AM and Lunch will be from 11:00 AM-12:30 PM.
Two sites will be open for meal distribution. Holtville High School and Finley Elementary. Both schools are equipped with their own kitchens, where we are planning to use to cook the meals. Food will be cooked to its internal safe temperature and will be maintained at safe temperatures and recorded in our temperature logs. We will use warmers to keep hot foods hot and coolers to keep cold food cold. Cold and hot sack lunches will be prepared as needed and will be transported to the point of service in insolated bags. Milk, as well as cut or sliced fruit, will be placed in ice chests to ensure proper safe temperatures during the meal service.

Psychological Trauma
SUICIDE INTERVENTION PLAN

(Adapted from Jones and McKee, 1989 by permission)

McKee, P.W., Jones, R.W., & Barbe, R.H. (1993) Suicide and the school: A practical guide to suicide prevention. Horsham, Pennsylvania: LRP Publication.

The suicide intervention plan is designed to be a guideline for school staff who encounter students in need of crisis services. Every situation cannot be addressed or anticipated, but this plan can provide direction in formulating a personalized plan of action.

In many crisis situations, the sequence of events may vary according to need and several steps may occur simultaneously. Important: In all these considerations, attention should be focused upon the safety and best interests of the students.

Step 1: Stabilize

1. Under NO circumstances should a potentially suicidal youth be left alone.
2. Calmly talk to the student to determine if the student has any life-threatening instruments or substances on or near his/her person. (i.e., gun, knife, drugs, etc.)
3. If possible, calmly remove any such devices from the student and the immediate environment. Do not struggle with the student if you meet resistance.
4. Inform the school administration and the closest Crisis Intervention Team member of the situation and your location.
5. Calmly move the student to a pre-arranged, non-threatening place away from other students where there will be a Crisis Intervention Team member and a telephone close by.

At this point, the Crisis Intervention Team member should assume responsibility for the crisis interview. If the teacher or other staff members who began the process is needed or wishes to remain with the situation, this should be allowed, if appropriate.

Step 2: Assess Risk

The crisis Intervention Team Member should calmly talk to the student in order to assess the risk that the student will harm self:

o If the student will not give up the life-threatening instruments, then go to EXTREME RISK PROCEDURE.
o If the student gives up the dangerous devices but is still in imminent danger of harming themself, then go to the SEVERE RISK PROCEDURE.
o If the student is in no imminent danger of harming themself, then go to the MODERATE RISK PROCEDURE.

Step 3: Determine Services

EXTREME RISK PROCEDURE

1. Call an ambulance in event of overdose or injury requiring medical attention
2. Call the police if an immediate threat exists to the safety of the student or others.
3. Calm students by talking and reassuring until sheriff deputies arrive.
4. Try to have the student relinquish means of harming themself and try to prevent the student from harming themself.
5. Call parents or caregivers and inform them of the action taken or have them called by another Crisis Intervention Team member.

SEVERE RISK PROCEDURE

1. Determine if the student's distress appears to be the result of a parent or caretaker abuse, neglect, or exploitation. Determine if a further internal referral is necessary before proceeding with an interview (i.e., does school counselor need to come into check out allegations of abuse or neglect?). If allegations warrant refers to CPS.
2. If distress is apparently not related to abuse, neglect or exploitation, referral should be made to parents. The parents should be strongly encouraged to have the child evaluated. A list of referral sources and telephone numbers will be provided for this purpose.
3. If neither parent, Child Protective Services, nor the police can/will intervene before the end of the school day, the student should be taken to the nearest hospital emergency room.
4. In all these considerations, attention should be focused upon the safety and best interests of the child.
5. Parents/caretakers should be contacted and notified of school actions at the earliest possible time.

MODERATE RISK PROCEDURE

1. Determine if the student's distress appears to be the result of a parent or caretaker abuse, neglect, or exploitation. Determine if a further internal referral is necessary before proceeding with the interview. If allegations warrant refers to CPS.
2. If distress is apparently not related to abuse, neglect or exploitation, parent or caretaker should be called, advised of the situation, and asked to take the student to a hospital or other appropriate agency (with phone numbers provided). If they refuse, call in social worker or counselor for consideration of Mental Health referral.
3. Call parents/caretakers and inform them of the actions taken.

Step 4: Inform

1. Inform appropriate members of the administration, other Crisis Intervention Team members, teachers, counselors of the facts of the action taken.
2. Inform close friends and sibling(s) of the student of the facts and action taken. Keep in mind that feeder schools may have students or personnel who would be affected. The Crisis Intervention Team at those schools should be notified.

Step 5: Follow-up

1. Determine whether emergency or short-term procedures were followed.
2. Determine whether long-term services have been arranged.
3. If an emergency, short-term or long-term services have not been satisfactorily pursued, contact either Child Protective Services or Community mental Health Services, as appropriate.
4. Continue to show concern for the student.
5. Call a debriefing meeting of the Crisis Intervention Team to critique the handling of the situation.

FINAL THOUGHTS

School staff who have reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Some important points to remember when talking with parents:

o The goal of parental notification is to safeguard the welfare of the student.
o School personnel should do their best to elicit a supportive and proactive reaction from the parents.
o Discuss the need for increased supervision of the student.
o Discuss the need to remove lethal weapons such as guns.
o Parents who refuse to acknowledge the seriousness of the suicidal emergency should be encouraged to sign a form indicating that they have been notified and informed of the emergency.

SUICIDE PREVENTION GUIDELINES FOR SCHOOL STAFF
(Author Unknown)

DOs:
o Learn to recognize the clues to suicide: depression, helplessness, threats or words of warning, withdrawal, isolation, excessive stress, giving away possessions, etc.
o Advise parents of your concern and maintain records of interaction when talking with a troubled student and parent.
o Trust your own judgment.
o Listen and understand the feelings behind the words. Take every feeling the student expresses seriously.
o Tell others. Immediately refer to all students you feel are suicidal to the principal, counselor, and/or crisis team.
o Remind the student that suicide is a permanent solution to a temporary problem.
o Ask the student to postpone the decision for a while; in return, you might offer to accompany them to find support or help.
o Accept the fact that in some cases you may not be able to keep a student from committing suicide.

DON'Ts
o Don't worry about breaking the confidence if someone reveals suicidal plans to you. You may need to tell a secret to save a life.
o Don't try to win arguments about suicide. They might not be able to be won.
o Don't moralize or preach to the student.
o Don't dismiss a suicide threat or challenge a student to do it.
o Don't leave a suicidal student alone if you think there is immediate danger.
o Don't attempt to rescue the suicidal student by yourself.
o Don't ignore signs. Ignoring confirms to the student that he/she is unloved or misunderstood.
o Don't give false assurances that "everything will be fine".
o Don't be misled by the student's comments that the emotional crisis has ended.
o Don't assume the aggressive child may commit suicide over the "good", "quiet", or "obedient" child.

INTERVENTIONS AND RECOMMENDATIONS
o Provide opportunities for success. Praise and reinforce the students' behavior whenever possible.
o Discuss with the student what he/she would like to do or accomplish. Set up realistic goals and a step-by-step program to guide the student toward achieving the goals.
o Allow the student with a poor self-concept to help someone else. Doing something special for someone else helps the helper feel better about himself/herself.
o Write out a list of the student's strengths to help you form a more positive conception of the child.
o Ask the student to write down ten positive things about himself/herself. Help the student find ways to use his/her positive attributes to increase positive feelings about himself/herself.
o Supportive counseling with adults in the student's life will often help these adults to understand the student and the inappropriate behaviors that often result from poor self-concept.
o Have the student list situations that he/she finds uncomfortable or difficult. Discuss ways of behaving in these situations and role-play new behaviors. Encourage the student to try new behaviors in realistic situations.
o Use active listening. Teach the student problem-solving skills, being able to solve one's own problems builds confidence in self.
o Involve the student in group activities at home and in school.
o Use a contract with rewards for attempting new behaviors.
o Help the student change thoughts of "I can't" to "I will try". Encourage positive thinking (cognitive restructuring).
o Accept no excuses for poor behavior. Avoid being judgmental and criticizing. Ask the student what can be accomplished and negotiate a contract or a new contract if the first one was not successful.
o Students with low self-concept and depressive (sad) feelings often benefit from assertiveness training.
o Use diaries, drawings, incomplete sentences, fantasy games, etc. as an aid to understanding the student's feelings and thoughts.
o Find an appropriate model or "buddy" for the student.

o Examine the family constellation. Often poor self-concepts are formed; feelings of rejection, depression appear when children are compared to older or younger siblings and feel that they do not measure up.
o Utilize group techniques for improving self-concept.

Suspected Contamination of Food or Water
This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of the contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

Tactical Responses to Criminal Incidents
This involves one or more individuals who are committing a crime. Such an incident may involve individuals who possess a gun, a knife or other harmful items. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus. Secure students and report to administration and if necessary, call 911 and then follow the directions of local emergency management agencies

Armed Assault on Campus

In the event of an armed assault on campus, the teacher should have students assume the lock down position. This procedure is to be followed whether students are indoors or outdoors and whether the gunfire originates from inside or outside the building. Notify the administration immediately.

The office should contact the local police immediately. Directions should be given for entry to the school site. The location of the supervising administrator should be specified. Where possible, someone should be on hand to meet the police at the designated entry.

IF INDOORS, the teacher should attempt to lock classroom doors. The students should be kept away from the line of fire provided by windows, including classroom and office door windows.

- If the teacher can see the source of the assault, he/she should notify the Site Administrator immediately. The teacher should never send a student out of the room with a message during such an emergency. Where the only way to inform the Site, Administrator is by leaving the room, the teacher should elect to remain with the class unless another responsible adult can provide direct supervision.

- Whenever possible, the Site Administrator should not issue a school-wide signal to lock down. Students may become confused and react as if it were an evacuation and assembly signal, thereby increasing the likelihood of their being shot or taken hostage.

- If students are already outside, the Principal may determine that accelerating the bell schedule to bring students back in early may best provide for their safety. If assault has already happened, or if it is considered imminent, do not cause students to move around the school site until and unless it is safe to do so.

- Students are trained to hide quietly when events like this happen. Students are trained to stay in that position, remaining silent and attentive to the anticipated instructions of staff members.

- If gun shots have not been heard, but a suspicious or obviously armed individual is seen in the area, the teacher is to notify the Office immediately, and without drawing the suspicion of the armed individual, relocate the students to a secure area. Once in a secure area, the teacher should have the students employ a hide quietly procedure.

- If the Site Administrator receives a report that a possible armed individual is onsite, or nearby, the regular signal system should be overridden, and teachers should be instructed to hold students in the class, to limit the number of students outside securable rooms. The Principal should also, in addition to notifying appropriate agencies, issue a lockdown order, school-wide (where possible this needs to be done without employing the signal system.

- If the suspect is outdoors and the students are indoors, outer doors should be locked. If this procedure is followed, staff members must remain near primary entrance doors to provide access to any students who might be out of class.

IN SUCH AN EMERGENCY, the teacher's primary responsibility is for the safety of students. Teachers and other staff members should not leave their students or attempt to take matters into their own hands by approaching the armed individual.

- Staff members should not attempt to engage anyone they suspect to be dangerous in conversation, nor should they attempt to challenge the individual, even in the absence of gunfire. Instead, notify proper authorities and provide for the safety of students.

STAY OUT OF IT! STAY AWAY! DO NOT BE COMMUNICATIVE!

- People who have, in times past, proven to be a real threat to the safety of others, tend to follow certain behavioral and personality profiles. These profiles vary widely. "Pushing the wrong button" by approaching, communicating or even being seen by such an individual may cause that individual to react with disastrous consequences. Seemingly unobtrusive, empathetic, non-threatening attempts to communicate may be the precise scenario that serves to trigger such an individual to violence.

- You do not know the individual and, even if you do, you cannot be sure you will successfully guess at their behavior and personality profile.

- If you are taken hostage, or if the dangerous individual seeks to communicate directly with you, use profound caution in avoiding provocation. This may require that you communicate with the individual. Keep such conversations to a minimum to lessen the chance that you'll say the wrong thing.

- If the individual requests the presence of another person who is not within sight, that person (staff or student) should not be brought before the individual. Delay, and wait for police authorities to arrive.

- Limit your interaction with the suspect. The sequence of that individual's communications and demands can be delayed if no one is available to interact with the individual.

IF YOU ARE ISOLATED with the individual and have little hope of near-term intervention by police authorities, do not initiate, but do respond to the individual's attempts to communicate with you. Remain calm. Do not show fear. If you can make it credible, empathize with the individual's concerns. Attempt to put communication on a first name basis. Take note of behaviors and characteristics of the individual and of the weapons carried by that person, so that in the event of your escape or release you will be able to provide such information to authorities.

Do not attempt to escape if you would be leaving students behind unless you can safely escape with a significant number of students.

THE OPPORTUNITY FOR ESCAPE SHOULD BE CLEAR AND EXTREMELY LIKELY TO SUCCEED IF NOT, NO ATTEMPT SHOULD BE MADE.

Unlawful Demonstration or Walkout

An unlawful demonstration or walkout is any unauthorized assemblage on or off-campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action.

Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.

Safety/Evacuation Plan for Individuals with Disabilities

SAFETY/EVACUATION PLAN FOR INDIVIDUALS WITH DISABILITIES

The information contained in this plan is intended to assist teachers, administrators, staff, special education staff, parents, and students in planning for any related services that may need to be provided for students and any/all individuals with special needs/disabilities in the event of an emergency.

Students:

In an emergency, the responsibility for assisting the disable student(s) should be assigned to the teacher or person in charge of the student at that time. As the student changes locations throughout the school day, responsibility will shift to the next person in charge of the student. Administrators and/or the school nurse may also be appropriate staff members to assist in evacuations. If more than one student requiring assistance is assigned to the same location at the same time, more than one person will most likely need to be assigned to assisting the students.

Employees:

Responsibility for providing evacuation assistance for a disabled employee should be assigned to the staff member who works closest to the employee. This responsibility may shift if the employee works in different locations/classrooms during the day.

Visitors:

Responsibility for providing evacuation assistance to visitors should be assigned to a member of the Search and Rescue teams. If necessary, the staff member should assist the visitor to an area of rescue assistance from other staff members or from professional rescue personnel. All visitors shall sign-in when entering any school site. The secretary will make note that the visitor is disabled and notify a member of the search and rescue team who will be closest to the location.

Medication:

The office staff/nurse/nurse's aide shall have a list of students requiring medication. Medication that is to be administered at school shall be taken to the evacuation area by designated school site personnel.

Go Kits:

Each Go Kit should include, at a minimum, a lightweight backpack, emergency information form, emergency medical card, and medication for up to 36 hours. Parents/guardians should provide Go Kits at the beginning of the school year. Go Kits for Middle School students should also include activities to keep students engaged during an emergency.

Area of Rescue Assistance:

In addition to the Command Center, each school site shall designate an Area of Rescue Assistance. This is an area where persons needing assistance that are not able to evacuate the building or to get to a safe area during an evacuation can go for assistance. The Evacuation Assistant will communicate the person's location to the Special Needs Evacuation Coordinator to arrange for priority response by the fire/police responders.

Special Needs Evacuation Coordinator:

Each site administrator shall designate a Special Needs Evacuation Coordinator whose member of the site emergency team. When designating this person, consideration should be given to a school nurse

or special education teacher. The Special Needs Evaluation Coordinator and the Principal will identify team members who will be charged in an emergency, with assisting students, staff, and visitors with special needs. The Special Needs Evacuation Coordinator is responsible for:

- Identifying all students and stall members who need individual evacuation plans tailored to them specific needs and ensuring that each plan has been created. The plans must consider the locations of the students and/or staff members throughout the entire school day.

- Incorporating these plans into the site emergency plan and including them in the students' IEP's and/or staff members' files.

- Assigning school staff as Evacuation Assistants to help evacuate each student/staff member according to the level of assistance needed.

- Ensuring that Evacuation Assistants and their alternates have been identified informed and trained in their role. All Evacuation Assistants should be Included in all Emergency Drills.

- Arranging training for all staff members including Evacuation Assistants, incorporating the utilization of evacuation chairs and other necessary evacuation equipment. Designated staff members should be trained in necessary transfer mechanics identified. The evacuation equipment necessary for the student/staff member may dictate how many staff members are required to assist each student.

- Arrange for any necessary evacuation equipment by first notifying the District Office who will notify the Office of Specialized Services.

Plan:

Each site will identify appropriate evacuation routes and areas of Rescue Assistance for students, staff, and visitors with special needs.

- Identify student, staff, and others that require evacuation assistance. Describe the assistance needed. Full evacuation assistance: wheelchair and/or additional medical devices needed. Guided physical assistance: Student/staff is ambulatory with either stand-by assistance of handheld assistance. Student/staff may be visually or hearing impaired but can evacuate with the assistance of a 'buddy'. Special planning: student/staff is ambulatory but may respond inappropriately to an evacuation order due to mental or sensory deficits or behavior issues.

- Determine what type of student/staff member assistance is required.

- Identify location of evacuation chairs and related equipment. Place of store equipment in areas designed to facilitate speedy evacuation for special needs students and staff members. Equipment should be accessible and not stores in locked areas.

- Post evacuation routes in every classroom. Indicate what routes are for general evacuation and what routes are for special needs evacuation.

- Identify Areas of Rescue Assistance. Each Area of Rescue Assistance shall be identified by a sign which states: AREA OF RESCUE ASSISTANCE and displays the symbol for handicapped access.

- When all other evacuation options have been exhausted, the Rescue Assistant will bring

the person to the Area of Rescue Assistance and notify the Special Needs Evacuation Coordinator of their location.

- The Special Needs Evacuation Coordinator will communicate the information to responding police/fire personnel to ensure all individuals are properly evacuated. Post in each classroom the Areas of Rescue Assistance for that classroom.

- Assign Evacuation Assistants to each person who requires assistance during an evacuation identify each student's daily activities/classes that identifies where he/she is located each period of the day. Ensure that there is a plan for each period of the day depending on the location of the student/staff member. Place schedules in the Go Kits and in the student or staff members' files.

- Include a photo of each student/staff with the schedule.

- Evacuation Assistants should be able to identify students/staff needing assistance; identify evacuation routes. Identify the location of emergency equipment. Identify interior/exterior safe locations. Communicate to the Special Needs Evacuation Coordinator when a student/staff was positioned at and Area of Rescue Assistance or was not located for evacuation.

- Ensure that people with special needs are included in all emergency drills and that all evacuation equipment, routs and Areas of Rescue Assistance are utilized. Evacuation Assistants must be provided the opportunity to participate and practice their role in a successful evacuation of a person with special needs. It is also important that the person with special needs understand and fully participate in practicing how their evacuation will be managed.

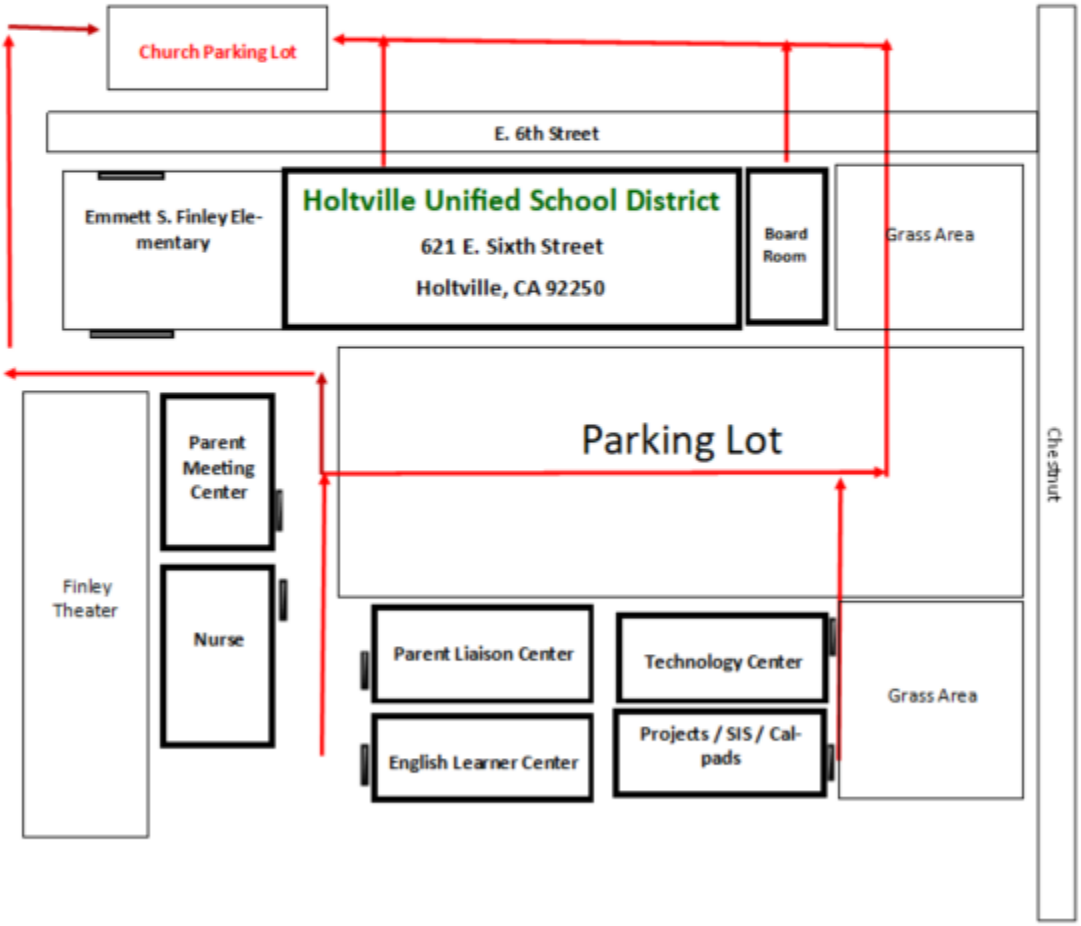
- Train/reacquaint staff with proper evacuation procedures on a regular basis.

The Safety of all stakeholders is a top priority for all sites at the Holtville Unified School District and all plans incorporate emergency procedures for all stakeholders with special needs.

Emergency Evacuation Map

Holtville
UNIFIED SCHOOL DISTRICT

Emergency Evacuation Map



Last Revised 08/30/2020

Comprehensive School Safety Plan

2024-2025
School Year

School:	Holtville Unified School District
District CDS Code:	13631490000000
Holtville High School	1335306
Holtville Middle School	6008528
Finley Elementary School	6008510
Pine Elementary School	6008536
Sam Webb High School	1337138
The Freedom Academy of Imperial Valley School	0125922
District:	Holtville Unified School District
Address:	621 East Sixth Street Holtville, California 92250
Date of Adoption:	2/18/2025
Date of Update:	1/21/2025
Date of Review:	
- with Staff	1/21/2025
- with Law Enforcement	1/21/2025
- with Fire Authority	1/21/2025
- with the Public	1/21/2025

Approved by:

Name	Title	Signature	Date
Holtville Unified School District	HUSD District Governing Board		
Celso Ruiz	Superintendent		
Eric Velazquez	Projects Director		1/16/25

Name	Title	Signature	Date
Ariana Benitez	District English Language Committee Chair		1/31/25
Sgt. Joseph Conkey	ICSO Sergeant Deputy - Holtville Subdivision Chief		1/16/20
Chief Alex Silva	Holtville Fire Department		1/30/25
Anthony Arevalo	Holtville High School Principal		
Jason Turner	HHS School Site Council President		
Mario Garcia	Holtville Middle School Principal		
Fernanda Ledezma	HMS School Site Council Chair		
Brenda Villegas	Finley Elementary School Principal		
Denise Pasillas	Finley School Site Council Chair		
Patricia Harrison	Pine Elementary School Principal		
Aimee Cannon	Pine School Site Council Chair		
Mitchell Drye	The Freedom Academy of Imperial Valley Principal		
Juan Bautista	The Freedom Academy & Sam Webb School Site Counsel Chair		
Mitchell Drye	Sam Webb School Principal		

Name	Title	Signature	Date
Lillian Aguirre	Director of Special Education		1/31/25

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Mario Garcia	Holtville Middle School Principal		
Fernanda Ledezma	HMS School Site Council Chair		
Brenda Villegas	Finley Elementary School Principal		

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Anthony Arevalo	Holtville High School Principal		
Jason Turner	HHS School Site Council President		
Mario Garcia	Holtville Middle School Principal		11-19-24
Fernanda Ledezma	HMS School Site Council Chair		11.19.24
Brenda Villegas	Finley Elementary School Principal		

Name	Title	Signature	Date
Denise Pasillas	Finley School Site Council Chair		
Patricia Harrison	Pine Elementary School Principal		
Aimee Cannon	Pine School Site Council Chair		
Mitchell Drye	The Freedom Academy of Imperial Valley Principal	Mitchell Drye	11/4/24
Gonzalo Gonzalez	The Freedom Academy & Sam Webb School Site Counsel Chair	Gonzalo Navarro	11/4/24
Mitchell Drye	Sam Webb School Principal	Mitchell Drye	11/4/24
Lillian Aguirre	Director of Special Education		

Name	Title	Signature	Date
Denise Pasillas	Finley School Site Council Chair		
Patricia Harrison	Pine Elementary School Principal	Patricia Harrison	
Aimee Cannon	Pine School Site Council Chair		
Mitchell Drye	The Freedom Academy of Imperial Valley Principal		
Gonzalo Gonzalez	The Freedom Academy & Sam Webb School Site Counsel Chair		
Mitchell Drye	Sam Webb School Principal		
Lillian Aguirre	Director of Special Education		

Emmett S. Finley Elementary School
Fire Drill Map

7th Street

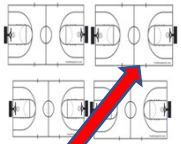
5 32	5 33	3 34	3 35	3 36	3 37	RR RR

5 31	5 30	4 29	4 28	4 27	4 26	RR RR

PTO 25
Lab 24
Lab 23
RT 22

N Finley Office

Community Hub



PE 20	Lib. 21	SPED P1	SPED P2	Speech P3	Work P4	Interv. P5	Interv. P6	Storage P7

N

K 19	Computer Lab 18	K 17	Counselor 16	TK 15

2 14	2 13	2 12	2 11	RR RR

ASES 10	ASES 9	ASES 8	ASES 7	

N

K 1	K 2

TK P9

1 3	1 4	1 5	1 6	RR RR

Nurse

N

Auditorium

RR

N Cafeteria

RR

Chestnut Ave.

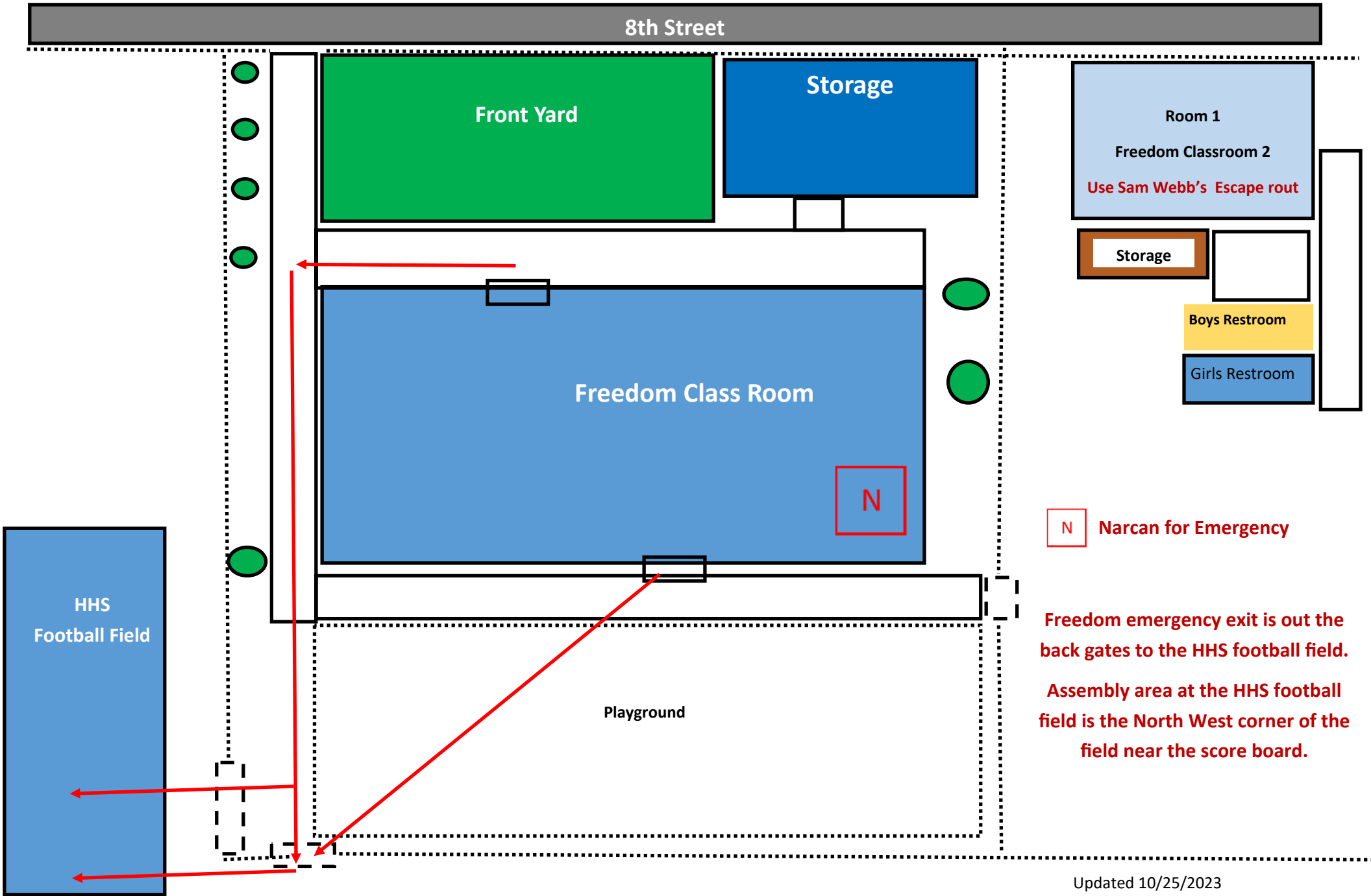
N = Narcan Station

6th Street

updated: 11/20/2024

THE FREEDOM ACADEMY OF IMPERIAL VALLEY

Campus Map and Evacuation rout.

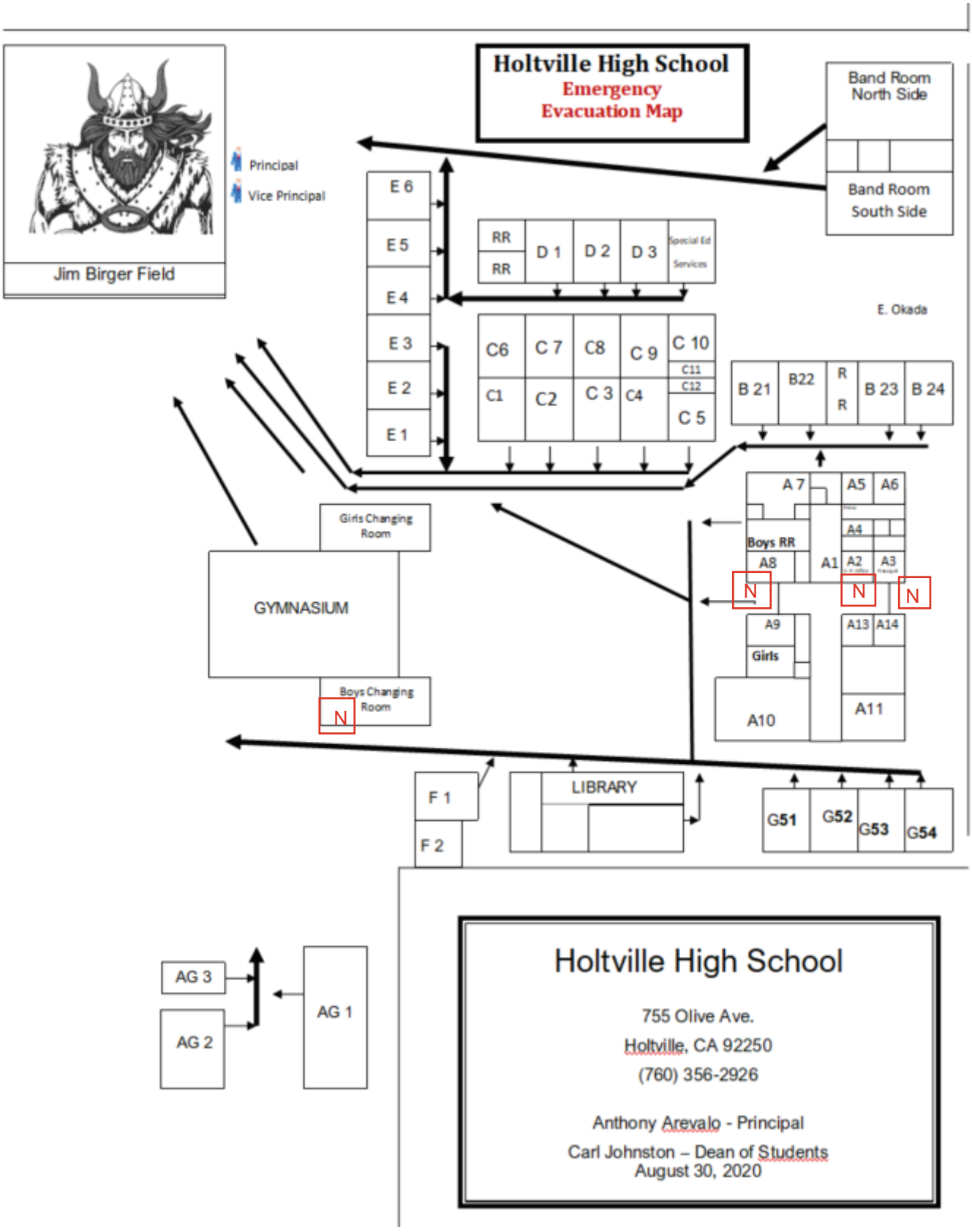


N Narcan for Emergency

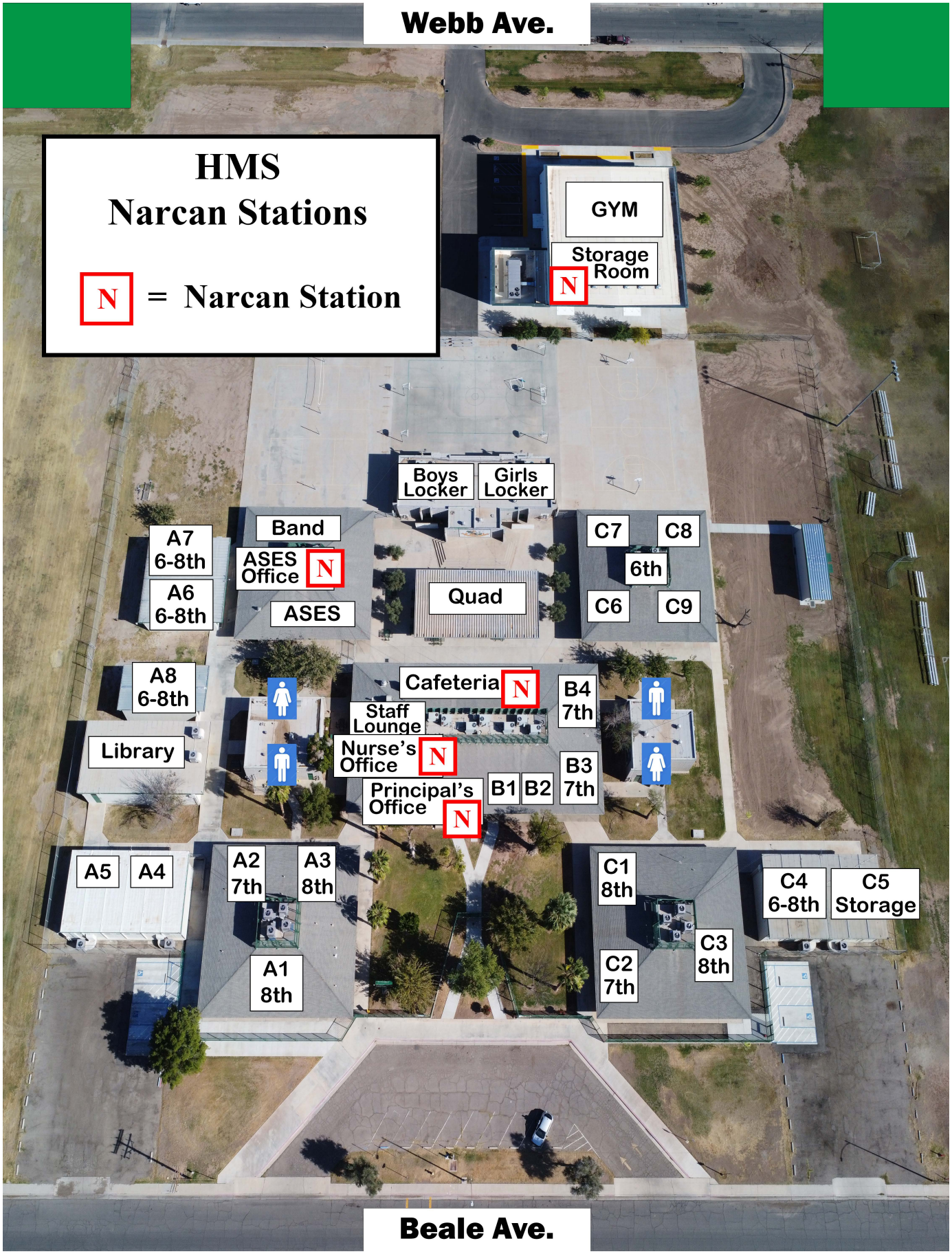
Freedom emergency exit is out the back gates to the HHS football field.

Assembly area at the HHS football field is the North West corner of the field near the score board.

Updated 10/25/2023



N = Narcan Location


Webb Ave.
HMS
Narcan Stations
N = Narcan Station
GYM
Storage Room
N
Boys Locker
Girls Locker
Band
A7 6-8th
ASES Office
N
A6 6-8th
ASES
Quad
C7
C8
6th
C6
C9
A8 6-8th
Cafeteria
N
B4 7th
Staff Lounge
Library
Nurse's Office
N
B3 7th
B1
B2
Principal's Office
N
A5
A4
A2 7th
A3 8th
A1 8th
C1 8th
C4 6-8th
C5 Storage
C3 8th
C2 7th
Beale Ave.

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at https://www.cde.ca.gov/re/di/or/icpguidance.asp.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Holtville Unified School District	Holtville Unified School District	Celso Ruiz Superintendent	celso@husd.net 760-356-2974

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 7/11/2025 and adopted by Holtville Unified School District on 8/18/2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

The ICP is designed to:

Minimize instructional disruptions caused by emergencies or disasters

Ensure continuity of learning through remote or independent study options

Provide timely and effective communication to students, families, and staff

Address the social-emotional, mental health, and academic needs of all pupils

Maintain compliance with federal and state laws related to instruction, equity, and access

The plan will be reviewed and updated at least annually, or following a significant emergency event, in collaboration with educational partners and community stakeholders. Revisions will reflect lessons learned, feedback, and changes in policy or local conditions.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Holtville Unified School District will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

To ensure equitable access to learning and maintain strong school-home partnerships during periods of instructional disruption (e.g., emergencies, remote learning, or hybrid instruction), the following protocols will guide how we engage with pupils and their families:

1. Communication Structures

Regular Updates: Weekly updates will be sent via email, text, and/or phone calls to inform families of learning expectations, schedules, resources, and support services.
Two-Way Communication: Staff will maintain open lines of communication via multiple platforms (Remind, email, phone, RingCentral) to allow families to ask questions or express concerns.
Language Access: All communication will be translated into families' home languages. Bilingual staff and interpreters will be available as needed.

2. Attendance and Wellness Check-Ins

Daily Engagement Tracking: Teachers will document student engagement daily through attendance in live sessions or submission of assigned work.
Wellness Checks: Counselors, community liaisons, or attendance teams will conduct outreach (via phone or home visits if necessary) for students who are disengaged or absent for more than 2 consecutive days.
Tiered Support System: A multi-tiered system will be in place to respond to student absences or disengagement, starting with phone calls and escalating to wellness checks and SST (Student Support Team) referrals.

3. Academic Support and Access

Personalized Outreach: Teachers will reach out individually to students and families when academic progress is a concern.
Technology Support: The school will provide ongoing tech assistance, including hotlines and in-person troubleshooting for devices, connectivity, or platform access.
Learning Resources: Printed materials and alternative formats will be provided for students who have limited internet access or need accommodations.

4. Family Engagement and Training

Virtual Family Workshops Regular workshops and Q\&A sessions will help families understand online platforms, grading expectations, and how to support learning at home.
Feedback Opportunities: Families will be invited to participate in surveys and focus groups to evaluate and inform school practices during periods of instructional disruption.

5. Equity and Cultural Responsiveness

Home Environment Considerations: Teachers and staff will demonstrate flexibility and cultural sensitivity regarding students' home responsibilities, learning spaces, and challenges.
Inclusive Planning: Engagement strategies will be developed with input from families representing diverse communities, including foster youth, English learners, and students with disabilities.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

Short messaging service (SMS)
Phone Calls
Email
School Portal
Social Media
Flyers
via Remind/ParentSquare

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

Phone Calls: Direct outreach by teachers, counselors, and school staff to check in on student progress, well-being, and family needs.
Email Communication: Regular updates from teachers and school leadership, as well as responses to parent inquiries.
Text Messaging Platforms: Tools such as Remind or RingCental used for quick, accessible communication in multiple languages.
Parent Portal Access: Synergy ParentVue and StudentVue platforms where families can view grades, attendance, and teacher feedback.
Virtual Meetings: Scheduled Zoom or RingCentral conferences for academic updates, IEP meetings, and student support discussions.
Home Visits (when appropriate): Conducted by community liaisons, attendance teams, or counselors for students with persistent disengagement or who require additional support.
Printed Communication: Flyers, newsletters, or letters sent home with students or via mail, especially for families with limited internet access.
In-Person Office Hours: Opportunities for families to meet with school personnel by appointment, following district safety protocols.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In the event of unforeseen disruptions such as power outages, natural disasters, or damage to infrastructure that hinder digital communication, the school will implement the following contingency plans to maintain consistent two-way engagement with pupils and their families:

1. Multi-Modal Communication Strategy

Non-Digital Backup Plans: Printed materials, newsletters, and instructions will be prepared and distributed in advance (or by mail/delivery as needed) to ensure families have access to learning guidance and contact information during outages.
Phone-Based Outreach: School staff will use district-issued mobile devices to continue contact via phone calls and SMS if internet connectivity is compromised.
Local Radio or Community Bulletin Boards: In coordination with local agencies, the school will provide key updates through local radio stations or posted notices at designated community centers, especially in rural or low-access areas.

2. Community Liaison and Home Visit Support

On-the-Ground Communication Teams: Bilingual community liaisons and designated staff will conduct home visits or wellness checks, particularly for high-need families, to deliver materials and maintain communication when remote access is unavailable.

Hub Site Deployment: If safe and feasible, designated school or district locations will serve as in-person support hubs where families can receive updates, resources, and check-in with staff.

3. Redundancy in Messaging Tools

Platform Flexibility: Messaging apps used by the school (e.g., Remind, RingCentral) allow both SMS and app-based notifications. This redundancy helps ensure communication continues even when one platform is disrupted.
Paper-Based Emergency Contact Cards: All families will receive printed cards listing emergency contact numbers, school leadership, and communication instructions in case digital systems are down.

4. Staff Coordination

Internal Response Protocols: Staff will follow a tiered response protocol for maintaining communication responsibilities during outages, including using alternate devices, buddy systems, and pre-assigned roles.
Daily Status Checks: During extended outages, staff will coordinate daily check-ins to report student status and engagement, enabling timely follow-up and support.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

To ensure all students are supported holistically during times of instructional disruption or transition, the school has implemented a coordinated, tiered approach to identify and address social-emotional, mental health, and academic needs. These efforts are grounded in equity and aligned with best practices in trauma-informed care and whole-child education.

1. Universal Screening and Early Identification

Academic Progress Monitoring: Ongoing review of formative assessment data, attendance, and participation metrics to flag students who may require academic intervention.
Staff Referrals: Teachers and staff are trained to recognize signs of emotional distress and disengagement and can refer students to the school support team.

2. Tiered Systems of Support

Tier 1: Universal Supports

Implementation of daily SEL practices such as morning meetings or check-ins.
Access to embedded social-emotional learning curricula (e.g., Second Step).
Culturally responsive instruction and inclusive classroom strategies to build belonging and engagement.

Tier 2: Targeted Supports

Small group counseling sessions facilitated by school counselors, social workers, or mental health providers.
Targeted academic interventions during designated intervention blocks or after school programs.
Regular check-ins with assigned staff mentors for students with emerging needs.

Tier 3: Intensive Supports

Individualized counseling or therapeutic services, provided through school-based staff or community agency partners.

Coordination of services through Student Support Teams (SSTs), IEP teams, or 504 plan processes as needed.
Family case management and referrals to external behavioral health providers.

3. Family Engagement in Student Support

Needs Assessments and Surveys: Families are invited to share concerns and needs through surveys or family meetings, especially during instructional disruptions.
Workshops and Resource Sharing: The school offers family workshops focused on managing stress, supporting learning at home, and accessing mental health resources.
Collaborative Planning: Families are active participants in developing support plans, behavior interventions, and wellness goals for their children.

4. Community Partnerships

Mental Health Agencies: Collaboration with local mental health providers to ensure timely referrals and access to counseling or crisis response.
Youth and Family Resource Centers: Partnerships with community organizations to provide food, housing, technology, and case management services.
Behavioral Health Liaisons: Designated staff serve as points of contact between schools and service agencies to ensure coordinated care.

5. Staff Training and Capacity Building

Ongoing professional development on trauma-informed practices, mental health first aid, suicide prevention, and culturally responsive teaching.
Staff collaboration time embedded into the schedule for reviewing data and coordinating supports.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Holtville Unified School District will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

To ensure that students continue to receive high-quality instruction following an emergency or disruption (e.g., natural disaster, public health crisis, infrastructure failure), the school/district has developed a structured timeline to resume instructional services within ten instructional days or fewer.

Day 1–2: Initial Response and Needs Assessment

Activate Emergency Response Plan and Instructional Continuity Team.
Conduct staff safety and availability check-in.
Begin outreach to families to assess immediate needs (e.g., housing, food, internet, emotional support).
Assess status of facilities, technology, and communication systems.
Initiate internal planning for short- and long-term instruction delivery.

Day 3–4: Communication and Resource Mobilization

Provide families with official updates on the situation, projected timeline, and available supports.
Distribute emergency learning materials (paper packets, devices, hotspots as needed).
Confirm which students need alternative formats or supports.
Begin technology distribution and re-establish communication methods.

Day 5–7: Instructional Planning and Staff Preparation

Reassign instructional staff if necessary; adapt schedules or platforms.
Provide teacher planning time and support to transition to temporary instruction mode (e.g., virtual, hybrid, or alternate location).
Offer training for staff on instructional tools or trauma-informed practices, if required.
Develop revised instructional calendar and student engagement plan.

Day 8–10: Instruction Resumes

By Day 10 at the latest, all students have access to instruction via:

Online learning platforms (synchronous or asynchronous),
Printed learning materials with teacher check-ins,
In-person instruction at temporary sites (if safe and appropriate).
Begin tracking student attendance and engagement.
Implement tiered supports for students requiring academic or mental health assistance.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

In-person instruction will resume only when it is deemed safe and feasible to do so, based on guidance from local emergency management, public health officials, and district leadership. The following conditions must be met prior to reopening school sites or initiating instruction at alternative locations:

1. Emergency and Environmental Safety

Evacuation Orders Lifted: All evacuation orders issued by local or state authorities must be officially rescinded for affected areas.
Healthy Air Quality: Air quality index (AQI) must be at a level deemed safe for students and staff, particularly those with respiratory conditions, as determined by local health agencies.

Campus Free from Debris and Hazards: School grounds and facilities must be inspected and cleared of physical hazards, including debris, fallen trees, chemical spills, or structural damage.

2. Infrastructure and Basic Utilities

Power and Utilities Functioning: Electricity, gas, and water must be restored and functioning consistently at the site.
Access to Safe and Clean Water: Potable water must be available for drinking, handwashing, food preparation, and sanitation purposes.
Internet and Connectivity Restored: Internet infrastructure (including fiber optic lines and internal networks) must be operational to support attendance, instruction, and communication systems.

3. Operational Readiness

Sufficient Staff Available: A minimum operational level of instructional, custodial, nutrition, and support staff must be available to safely supervise students and maintain school operations.
Kitchens Operational for Meals: School kitchens and meal preparation facilities must be functional to ensure the provision of breakfast and lunch under state nutrition standards.

4. Contingency for Alternative Sites

If the primary school site remains inaccessible or unsafe beyond a reasonable timeframe, the following alternatives may be considered:

Temporary relocation to nearby school campuses or district-identified facilities with available capacity.
Use of community centers or emergency shelters adapted for instructional use.
Continued distance learning or hybrid instruction until full in-person instruction can safely resume.

Remote Instruction

Plans for remote instruction.

As required, Holtville Unified School District remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

In the event of a disruption to in-person learning, Holtville Unified School District will implement a remote instruction plan that complies with all applicable requirements under California Education Code, specifically sections 51747 and 51749.5, which govern the delivery of Independent Study (IS) programs.

1. Instructional Standards and Equity

Remote instruction will be designed to:

Meet the same rigorous grade-level standards as those required for in-person instruction.
Provide daily access to live instruction for students in grades TK–3, and both daily engagement and weekly synchronous instruction for grades 4–8, consistent with IS requirements.
Ensure instructional time and engagement are equivalent in quality and quantity to the minimum instructional minutes required for in-person settings.

2. Modes of Delivery

Instruction will be provided through:

Synchronous instruction (live, two-way communication between student and certificated teacher) via platforms such as RingCentral or Google Meet.
Asynchronous learning including recorded lessons, digital assignments, and offline materials aligned to adopted curriculum.
Paper-based packets or printed resources as needed for students without reliable access to technology.

3. Student Engagement and Monitoring

Student progress and engagement will be monitored daily through assignment completion, logins, and teacher check-ins.
Teachers will provide weekly progress updates and intervene with targeted support as needed.
Students not meeting participation requirements will be referred to a re-engagement plan per EC §51747(d).

4. Access and Support

Technology devices and internet hotspots will be made available to students who need them.
Accommodations and support services (e.g., special education, English learner support, mental health services) will continue remotely, per students' individualized needs.
Translation and interpretation services will be provided to ensure families can fully engage in their child's education.

5. Instructional Agreements

Prior to participation in remote instruction governed under Independent Study rules:

A written learning agreement will be completed in accordance with EC §51747(c), outlining learning objectives, methods of study, teacher contact frequency, and evaluation criteria.
Agreements will be signed by the student, parent/guardian (if under 18), and supervising certificated employee.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

To ensure all students have equitable access to instructional resources during remote learning, Holtville Unified School District has developed a multi-modal system for the distribution of both digital and non-digital material. These methods are designed to accommodate the diverse learning environments and needs of our student population, including those without consistent access to internet or technology.

1. Digital Materials Distribution

Device Deployment: Laptops, Chromebooks, and tablets will be loaned to students in need. A technology survey will be conducted annually and during emergencies to assess need.
Internet Access Support: Wi-Fi hotspots will be distributed to families without reliable internet access. Technical assistance is available through a dedicated district help desk.
Learning Management Systems (LMS): Students will access digital lessons, assignments, and assessments through platforms such as Google Classroom or Canvas.
Instructional Apps and E-books: Access to district-approved educational applications and digital libraries will be provided to support personalized learning and intervention.

2. Non-Digital Materials Distribution

Printed Packets and Textbooks: Weekly or biweekly printed learning packets, workbooks, and textbooks will be made available for pick-up or home delivery for families unable to access online platforms.
Curbside Pickup and Delivery: Schools will schedule regular curbside pickup days for materials. For families unable to travel, materials may be delivered by district staff or mailed.
Hands-on Learning Kits: For younger learners or students with special needs, the district will prepare and distribute kits containing manipulatives, art supplies, or lab materials aligned with the instructional plan.

3. Accessibility and Language Support

All materials, whether digital or printed, will be provided in the student's primary language as needed, and adapted for accessibility (e.g., large print, screen-reader compatible PDFs, braille).
Bilingual staff and interpreters will be available to assist families with understanding instructional materials and expectations.

4. Coordination and Communication

Distribution schedules and instructions will be communicated through multiple channels, including phone calls, email, text messages, and the district website, in families' home languages.
School staff will follow up with families who have not picked up materials or logged in to ensure no student is left without access to learning tools.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Holtville Unified School District is committed to ensuring that all students have equitable and consistent access to curriculum and instruction during remote learning. To support this, the following platforms and processes have been established for students to access and submit schoolwork across all grade levels:

1. Digital Platforms for Accessing and Submitting Work

Google Classroom (TK–12): The primary platform used for posting assignments, sharing resources, and collecting student work. Teachers provide detailed instructions, deadlines, and feedback through this platform.
Additional Tools: Depending on grade level or subject, other platforms such as Renaissance, Khan Academy, or Quizziz may be used for interactive assignments, with login information provided by teachers.

2. Asynchronous and Synchronous Submission Options

Students may submit assignments:

Digitally through the learning platform (file upload, photo of handwritten work, typed responses).
Via email to the teacher if access to the platform is temporarily unavailable.
In paper format, dropped off at designated school sites or returned during weekly materials exchange days.

3. Non-Digital Submission Alternatives

For students without reliable internet access:

Printed work packets will be distributed and collected on a weekly or biweekly basis.
Assignment logs and checklists will be provided to track completed work.
Teachers will follow up with phone calls to review and support understanding of the material.

4. Family and Student Support

Training and Tutorials: The district provides virtual training sessions, step-by-step guides, and how-to videos for students and families in both English and Spanish on how to navigate platforms.
Tech Help Desk: Ongoing technical support is available via phone or email to assist with login issues, submissions, or troubleshooting tools.
Teacher Office Hours: Teachers will hold designated office hours for real-time support with assignments, clarification, and resubmissions.

5. Monitoring and Feedback

Teachers will regularly monitor submission of student work and provide timely, standards-aligned feedback.
Progress monitoring tools (gradebooks, completion trackers) will be shared with students and families through the parent portal or platform notifications.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Holtville Unified School District provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Holtville Unified School District is committed to ensuring educational continuity for all students in the event that in-person instruction is disrupted due to an emergency or natural disaster. In such cases, the district will provide coordinated support for the temporary reassignment or enrollment of pupils in nearby educational agencies, including other school districts, county offices of education (COEs), or charter schools.

1. Interagency Coordination and Agreements

Holtville Unified maintains memoranda of understanding (MOUs) or informal cooperative agreements with neighboring local education agencies (LEAs) to facilitate the temporary reassignment of students when needed.
These agreements outline procedures for:

Student record transfer
Enrollment timelines
Transportation arrangements (if applicable)
Continuity of services, including special education, language support, and counseling

2. Parent and Student Support

The district will communicate promptly with families when reassignment becomes necessary, including:

Available school site options
Enrollment procedures and timelines
Transportation and meal service details
Staff will be assigned to support families through the enrollment and transition process, including the provision of interpreters and bilingual materials.

3. Student Records and Information Transfer

Student cumulative records, including academic progress, IEP/504 plans, immunizations, and other essential documents, will be securely and electronically transferred to the receiving LEA to ensure a seamless transition.
A dedicated point of contact within the district will oversee coordination of data sharing and compliance with FERPA and other applicable privacy laws.

4. Continuity of Services

The district will ensure that students temporarily reassigned to another LEA continue to receive:

Appropriate grade-level instruction
Access to required services such as special education and English learner support
Counseling, mental health services, and meal programs, as needed

5. Return to Holtville Unified

Once it is safe and feasible to resume in-person instruction at the original site, the district will notify families and provide a clear re-enrollment or transition plan.
Records and services will be smoothly transitioned back, with additional support offered to students who may need academic or emotional adjustment assistance.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Effective, timely, and transparent communication is critical to maintaining trust and ensuring continuity of instruction during any disruption. Holtville Unified School District commits to clear communication protocols that provide consistent updates and opportunities for two-way engagement with all stakeholders.

1. Communication Objectives

Keep families, students, staff, and faculty informed of instructional changes, safety information, and available supports.
Ensure equitable access to information, including language translation and accessibility accommodations.
Foster two-way communication to gather feedback, address concerns, and support community needs.

2. Communication Methods

Email and District Website: Primary channels for formal announcements, detailed updates, and resource sharing.
Automated Phone Calls and Text Messaging: For urgent notifications and reminders, using systems such as Remind or RingCentral.
Learning Management System (LMS) Platforms: Teachers use Google Classroom, Remind, or other platforms for classroom-level communication and assignment updates.
Social Media Channels: District Facebook, Twitter, and Instagram accounts to share quick updates and community resources.
Virtual Meetings and Webinars: Scheduled opportunities for families and staff to engage in Q&A sessions, workshops, and school board meetings.
Printed Materials: Flyers, newsletters, and mailings for families lacking reliable digital access.
In-Person Contact: Home visits or office hours when safe and necessary, especially for high-need families.

3. Communication Frequency and Timelines

Emergency or Urgent Communications: Immediate notification via phone calls and texts within hours of an event or decision impacting safety or instruction.
Weekly Updates: Regular emails and website postings summarizing instructional schedules, resources, and upcoming events.
Monthly Newsletters: Comprehensive communications highlighting district-wide initiatives, student supports, and community partnerships.
As-Needed Staff Briefings: Frequent updates via email or virtual meetings to keep staff informed of policy changes, professional development, and wellness resources.
Quarterly Stakeholder Feedback Sessions: Virtual or in-person forums for families, students, and staff to provide input on instructional continuity and support services.

4. Language Access and Accessibility

All major communications will be translated into the primary languages spoken by families within the district.
Bilingual staff and interpreters will be available for phone calls, meetings, and written materials.
Communications will comply with accessibility standards, including screen-reader compatibility and alternative formats upon request.

5. Points of Contact

Families and students will have designated contacts at each school site, including:

School principal or designee
Family liaison or community outreach coordinator
Assigned teachers and counselors
Staff and faculty will receive communications through their direct supervisors and district leadership channels.

6. Feedback and Two-Way Communication

Multiple channels will be available for stakeholders to provide feedback and ask questions, including:

Dedicated district email and hotline
Online surveys and suggestion forms
Virtual town halls and Q&A sessions
Responses to inquiries will be timely, acknowledging all communications within 48 hours during normal operations.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Holtville Unified School District is committed to ensuring all educators and students are equipped with the necessary technology and resources to successfully engage in remote learning via Independent Study when in-person instruction is disrupted.

1. Early Access to Independent Study Program Agreements

Written Independent Study agreements will be made available digitally and in print prior to program enrollment to ensure timely and informed participation.
Families will receive clear instructions and support for completing agreements, including translated materials and assistance from bilingual staff.

2. Online Access to Assignments and Academic Resources

Educators will post assignments, instructional materials, and resources on designated online platforms (e.g., Google Classroom, Remind) accessible to all students.
Platforms are selected for their user-friendly interfaces, compatibility with assistive technologies, and accessibility on multiple device types.

3. Assignment of Devices and Internet Access

The district maintains an inventory of technology devices (laptops, tablets) ready for distribution to students lacking adequate technology.
Devices will be assigned based on need, verified through technology access surveys conducted annually and during emergencies.
Internet access solutions, including Wi-Fi hotspots and partnerships with local providers, will be provided to families without reliable connectivity.
A streamlined checkout and return process is established to facilitate rapid device deployment during transitions.

4. Online Instructional Platforms and Support

Teachers will receive professional development and technical support to effectively deliver remote instruction using online platforms aligned with Independent Study requirements.
A centralized help desk and technical support team will be available to assist educators, students, and families with platform navigation, troubleshooting, and access issues.

5. Equity and Accessibility Considerations

Alternative methods such as printed learning packets and offline instructional materials will supplement technology-based learning for students facing connectivity challenges.
All digital content will meet accessibility standards, and accommodations will be provided to students with disabilities or language barriers.

6. Continuous Monitoring and Improvement

The district will collect feedback from educators, students, and families on technology access and usability.
Data from surveys and support requests will guide ongoing improvements in technology readiness and support systems.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

To ensure continuity of high-quality instruction during remote or disrupted learning periods, Holtville Unified School District prioritizes essential grade-level standards and learning objectives. This focus enables meaningful student progress while allowing for timely monitoring and targeted support.

1. Identification and Prioritization of Essential Standards

Curriculum teams and teachers collaborate to identify priority standards and learning objectives that are foundational for student success in the current grade and preparation for the next.
Instructional plans emphasize these critical concepts, skills, and competencies, ensuring alignment with California State Standards and district frameworks.
Flexible pacing guides will allow teachers to adjust instruction based on student needs and progress.

2. Standards-Aligned Learning Objectives

Each instructional unit and lesson includes clearly articulated, standards-aligned learning objectives communicated to students and families.
Objectives are designed to be measurable, attainable, and relevant to student growth during remote or hybrid learning contexts.

3. Methods for Monitoring Student Progress

Teachers will employ a variety of formative and summative assessments, including quizzes, projects, performance tasks, and observational data, to monitor student mastery of essential standards.
Student engagement and participation data will be tracked through attendance logs, assignment submissions, and digital platform analytics.
Progress monitoring will occur regularly, with weekly check-ins to identify students needing additional support or intervention.

4. Additional Academic and Social-Emotional Support

Targeted tutoring will be offered virtually or in small, safe in-person groups where feasible, focusing on students identified through progress monitoring.
Virtual office hours will be scheduled to provide students with access to teachers for clarification, enrichment, or reteaching.
Frequent teacher-student check-ins via phone or video conference will support student engagement and well-being.
School counselors, psychologists, and health providers will coordinate with instructional staff to support students facing barriers to learning.

5. Family Engagement and Communication

Families will receive regular updates on learning objectives, student progress, and available support services.
Resources and training will be provided to help families assist students in meeting prioritized learning goals.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Holtville Unified School District is committed to providing equitable access to high-quality instructional resources and supports for all students during any disruption to in-person learning. This commitment explicitly includes students with disabilities, students experiencing homelessness, foster youth, and English learner (EL) students.

1. Students with Disabilities

Instruction will be delivered in accordance with students' Individualized Education Programs (IEPs) or 504 Plans, ensuring accommodations and modifications are maintained.
Special education services—including related services such as speech therapy, occupational therapy, and counseling—will continue via teletherapy, in-person sessions (as feasible), or through alternative formats.
Case managers and special education teams will conduct regular check-ins with students and families to monitor progress and adjust supports as needed.
Accessible instructional materials and assistive technologies will be provided to support participation and learning.

2. Students Experiencing Homelessness and Foster Youth

Coordinators for homeless education (liaisons) and foster youth support staff will proactively identify and reach out to affected students to ensure they receive devices, internet access, and learning materials.
Transportation, meal programs, and other wraparound services will be prioritized to reduce barriers.
Flexible enrollment and attendance policies will accommodate the unique circumstances of these students.
Partnerships with community organizations will be leveraged to provide additional resources and supports.

3. English Learner (EL) Students

EL students will continue to receive designated English language development (ELD) instruction and integrated language support aligned with California ELD Standards.
Bilingual and EL specialists will provide direct instruction, support within classrooms, and outreach to families.
All instructional materials and communications will be provided in students' home languages whenever possible.
Ongoing progress monitoring and assessments will guide targeted interventions.

4. Technology and Resource Access

Devices, internet hotspots, and offline learning materials will be distributed equitably, with priority given to students with the greatest need.
Technical support will be available in multiple languages and formats to ensure all families can access digital platforms and resources.

5. Family Engagement and Support

Families of all students will receive tailored communications and training on accessing instructional resources and support services.
Interpreters and translation services will be provided to ensure clear, two-way communication.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Holtville Unified School District remains fully committed to meeting the needs of students with disabilities by ensuring that all required services under their Individualized Education Programs (IEPs) continue uninterrupted, to the greatest extent possible, during any disruption to in-person instruction.

1. Continuity of Special Education Services

Special education and related services outlined in students' IEPs will be provided through remote learning modalities, including teletherapy, virtual instruction, and/or in-person services when safe and feasible.
When services cannot be provided in the usual manner, the district will work with families and service providers to identify alternative methods that meet students' unique needs.

2. IEP Meetings and Assessments

IEP team meetings, including initial assessments, annual reviews, and triennial evaluations, will be conducted via video conferencing or teleconferencing platforms, ensuring active participation of parents, educators, and related service providers.
The district will provide necessary supports and accommodations to facilitate family participation, including language interpretation and technical assistance.

3. Communication and Collaboration

Case managers and special education staff will maintain regular communication with families to review services, monitor progress, and address concerns.
Families will be informed promptly of any changes or delays related to assessments, services, or timelines and will be engaged in decision-making processes.

4. Documentation and Compliance

All service delivery adaptations and communication efforts will be documented thoroughly to ensure compliance with state and federal regulations, including IDEA requirements.
The district will continue to monitor compliance with IEP timelines and work diligently to minimize any impact on students' educational rights.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Holtville Unified School District is dedicated to providing equitable, high-quality instruction and support to English Learner (EL) students during any instructional disruption. Our approach aligns with the principles and guidance of the California English Learner Roadmap Policy, which emphasizes assets-based, culturally responsive, and rigorous education for EL students.

1. Meaningful Access to Core Instruction

EL students will continue to receive designated English Language Development (ELD) instruction daily, delivered through synchronous and asynchronous methods tailored to their proficiency levels.
Integrated ELD strategies will be embedded across content areas to support language development alongside grade-level academic standards.

2. Asset-Based and Culturally Responsive Practices

Instruction will affirm and build upon students' home languages, cultures, and identities, fostering a positive learning environment.
Materials and activities will be culturally relevant and linguistically accessible to engage EL students meaningfully.

3. Family and Community Engagement

Families of EL students will receive communication and resources in their home languages, with opportunities to provide input and participate in their child's education.
District staff, including bilingual liaisons and interpreters, will support family engagement and access to services.

4. Ongoing Assessment and Progress Monitoring

EL students' language proficiency and academic progress will be regularly assessed using state-approved tools and district benchmarks.
Results will inform instructional adjustments and targeted interventions to address individual student needs.

5. Professional Development and Support for Educators

Teachers and staff will receive ongoing training on the California EL Roadmap's guiding principles, effective ELD instructional strategies, and culturally responsive pedagogy.
Collaboration among general education, ELD specialists, and bilingual educators will be prioritized to support EL students holistically.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

To ensure a seamless transition from in-person to remote instruction, Holtville Unified School District is committed to equipping all educators and staff with the knowledge, skills, and tools needed to deliver high-quality teaching and assessment in a virtual or hybrid environment.

1. Ongoing Professional Development for Remote Instruction

Educators will participate in district-led training sessions focused on:

Best practices for synchronous and asynchronous instruction
Use of digital platforms (e.g., Google Classroom, Remind, RingCentral, Khan Academy)
Strategies for engaging and supporting diverse learners remotely
Integration of standards-aligned content and digital curriculum
Professional development will include model lessons, peer collaboration, and hands-on practice with digital tools.

2. Assessment and Progress Monitoring Training

Teachers will receive training on how to administer formative and summative assessments in remote settings, including:

Online quizzes, performance tasks, and project-based assessments
Use of learning management systems and assessment tools to track progress
Equity-focused grading and feedback practices during remote instruction
Staff will be trained to use digital tools such as Google Classroom, Quizziz, or district-approved alternatives for secure and effective online assessments.

3. On-Demand Learning Resources

Access to a digital professional learning library (e.g., recorded webinars, step-by-step guides, video tutorials) will be available to all staff.
Teachers will be encouraged to use state and county resources, including those provided by the California Department of Education, Imperial County Office of Education (ICOE), and the California Collaborative for Educational Excellence (CCEE).

4. Instructional Coaching and Peer Support

Instructional coaches and site-level tech leads will provide on-call support and coaching for teachers transitioning to remote learning.
Regular virtual collaboration meetings will be scheduled for educators to share best practices, reflect on challenges, and co-plan lessons.

5. Support for Specialized Roles

Targeted professional learning will be provided for:

Special education staff on delivering IEP services remotely
ELD teachers on supporting English learners in digital environments
Paraprofessionals on assisting students virtually and using digital platforms

6. Technical Support and Help Desk Services

The district will maintain a technology help desk to provide real-time assistance with platforms, devices, and connectivity issues for educators and students.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Holtville Unified School District is committed to supporting the whole child by ensuring that students have timely access to physical and mental health services—especially during times of crisis or disruption to in-person instruction. These services are vital to student well-being and academic success and are delivered in a manner that is inclusive, culturally responsive, and linguistically appropriate.

1. Access to Mental Health Professionals

The district provides access to school counselors, school psychologists, and contracted mental health providers to support students experiencing stress, trauma, or emotional challenges.
Mental health professionals are available for:

Individual and small group counseling
Crisis intervention and risk assessments
Behavioral and emotional check-ins
Referrals to community-based mental health agencies for ongoing care
Services will be delivered in person, virtually, or by phone, depending on the nature of the emergency and the student's needs.

2. Physical Health Services

School nurses and health aides will remain accessible for:

Consultation on student physical health concerns
Coordination with local health agencies
Assistance in managing chronic conditions remotely
Providing health guidance during public health emergencies
In the event of a school closure, families will be connected with community clinics, local hospitals, and mobile health providers when applicable.

3. Multilingual and Culturally Responsive Support

Bilingual staff, including Spanish-speaking counselors, aides, and community liaisons, are available to support families and students in their home language.
The district contracts with interpreters and translation services to support mental health and wellness outreach, ensuring that language is never a barrier to accessing care.
Printed and digital wellness resources will be made available in multiple languages, with visual supports as needed for younger learners and students with disabilities.

4. Communication and Referral Pathways

Information about available physical and mental health services will be:

Posted on the district and school websites
Shared through school newsletters, social media, and automated calls
Communicated during family check-ins and outreach by liaisons
Teachers, administrators, and classified staff are trained to recognize signs of distress and know how to refer students discreetly to appropriate support professionals.

5. Community Partnerships

Holtville Unified partners with local public health departments, community mental health agencies, and family service organizations to expand access to health professionals, especially during emergencies.
These partnerships allow for rapid deployment of crisis response teams, telehealth services, and wraparound support when district staff capacity is exceeded.

Plans to provide access to back-up water and emergency services in the event of an emergency.

To protect student and staff safety and maintain operational readiness during an emergency, Holtville Unified School District has developed clear protocols to ensure continued access to potable water and emergency services when regular systems are disrupted.

1. Emergency Water Supply

Each school site is equipped with a stockpile of bottled water to be used in the event of water supply disruption, contamination, or loss of pressure.
Water reserves are calculated to meet minimum hydration and sanitation needs for students and staff for up to 72 hours.
Water storage is monitored and replenished annually, with inventory records maintained by site custodial and maintenance teams.

2. Portable Sanitation Solutions

The district maintains contracts with emergency sanitation service providers to supply portable restrooms and handwashing stations when plumbing or water access is compromised.
Deployment of these resources is prioritized at the most impacted school sites and coordinated with county health and emergency management agencies.

3. Coordination with Local Emergency Services

Holtville Unified collaborates with local fire departments, EMS, the Imperial County Office of Emergency Services (OES), and public health officials to respond quickly in the event of an infrastructure failure.
Emergency response drills are conducted regularly to ensure staff are trained in water safety protocols, evacuation procedures, and site-specific contingency plans.

4. Communication Protocols

In the event of a water or utility emergency, the district will notify families and staff immediately through phone, text, email, and website updates.
Clear instructions will be provided regarding student pickup, temporary relocation, or instructional changes as needed.

5. Alternative Site Preparedness

If a school site becomes uninhabitable due to lack of water or other essential services, students may be temporarily reassigned to alternative campuses or partner LEAs, as outlined in the district's relocation protocols and MOUs.

6. Long-Term Recovery and Infrastructure Support

The district maintains a facilities emergency fund and works with insurance providers and state agencies to quickly restore utilities and infrastructure.
After-action reviews following any emergency event will evaluate the effectiveness of water access plans and identify areas for improvement.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Holtville Unified School District recognizes that a comprehensive educational experience includes more than just academics. During any disruption to in-person instruction, the district is committed to ensuring the continuity of essential support services, including special education, counseling, after-school programs, and meal services. These services will be adapted as needed to support students and families in remote or hybrid learning environments.

1. Special Education Services

Students with IEPs and 504 Plans will continue to receive specialized academic instruction and related services (e.g., speech therapy, occupational therapy, counseling) through:

Virtual sessions using secure teletherapy platforms
Home-delivered or printed instructional packets if needed
In-person sessions, where feasible and safe, following public health guidelines

Case managers will conduct regular check-ins with families and maintain documentation of service delivery and progress toward goals.

2. Counseling and Mental Health Support

School counselors, psychologists, and mental health providers will offer:

Virtual one-on-one and small-group counseling sessions
Crisis response and referrals to community mental health agencies
Social-emotional learning (SEL) resources integrated into virtual classrooms
Communication channels will remain open for students and families to request support, with bilingual staff and interpreters available.

3. After-School Programs and Expanded Learning

The district will adapt its after-school programming to continue enrichment, tutoring, and recreational activities virtually through:

Live-streamed clubs, activities, and workshops
Homework help and mentoring sessions
Distribution of take-home activity kits
Programs will prioritize engagement for students who are academically at risk or in need of additional social-emotional support.

4. Kitchen and Food Services

Holtville Unified will continue to provide daily nutritious meals during closures or hybrid schedules through:

Curbside meal pick-up sites and mobile meal delivery options
Meal boxes with multiple days' worth of breakfasts and lunches
Coordination with transportation services to ensure access for students in rural or hard-to-reach areas
Students with special dietary needs or allergies will continue to receive appropriate accommodations.

5. Equity and Access Considerations

All support services will be delivered with attention to language access, technology availability, and cultural responsiveness.
Families without internet or device access will be provided with offline resources or in-person support where possible.

6. Communication and Outreach

Information about support services will be shared via:

District website, automated calls, and multilingual flyers
Virtual family forums and help hotlines
Direct outreach by school liaisons, counselors, and teachers

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Holtville Unified School District believes that meaningful collaboration with all educational partners is essential to the success of the Instructional Continuity Plan (ICP). The plan is developed, implemented, and continuously refined with input from administrators, faculty, information technology staff, students, and parents to ensure it is equitable, responsive, and practical for the entire school community.

1. Role of Administrators

School and district administrators lead the coordination and alignment of the ICP with state mandates, instructional goals, and site-level operations.
Administrators facilitate cross-department collaboration and ensure that staff are trained and supported in executing the plan.
They monitor implementation progress and adjust operational procedures as needed based on feedback and data.

2. Role of Faculty and Certificated Staff

Teachers and instructional specialists contribute to the identification of essential learning standards, creation of remote learning strategies, and development of assessment tools.
Faculty provide real-time feedback on instructional delivery and student engagement, ensuring that the ICP reflects classroom realities.
Special education, English learner, and intervention staff help design supports that are inclusive and accessible for all students.

3. Role of Information Technology (IT) Staff

IT teams advise on the selection, setup, and maintenance of digital platforms, devices, and data systems used to support remote and hybrid instruction.
They coordinate device distribution, internet access support, and technical training for students, families, and staff.
IT staff collect and analyze usage and access data to identify gaps and guide improvements in technology deployment.

4. Role of Parents and Guardians

Parents are engaged through surveys, school site councils, advisory committees (e.g., ELAC, DELAC), and public forums to provide input on the ICP's development and revisions.
Their perspectives inform priorities related to communication, accessibility, student needs, and family supports.
Parents are also active participants in implementation by supporting at-home learning, monitoring student progress, and communicating with school staff.

5. Role of Students

Students provide valuable input through student councils, focus groups, and schoolwide surveys, sharing their experiences with remote learning, technology, and engagement strategies.
Their feedback helps shape the design of instruction, support services, and platforms that are relevant and user-friendly.
Student leaders also assist in peer mentoring and outreach, helping to build a stronger sense of community during disruptions.

6. Ongoing Collaboration and Continuous Improvement

The ICP is treated as a living document, updated based on feedback from all educational partner groups.
Collaborative working groups meet throughout the year to evaluate effectiveness, share best practices, and make necessary adjustments.
All updates and decisions are communicated transparently through district communications and public board meetings.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

In the event of a disruption to in-person instruction due to natural disaster, emergency, or other unforeseen event, Holtville Unified School District will resume on-campus learning only when it is determined that it is safe, feasible, and in the best interest of students and staff. The decision to reopen school sites will be made in coordination with local public health, emergency management agencies, and applicable state guidance.

Conditions Required for Reopening School Sites

Before returning to site-based learning, the following minimum conditions must be met:

1. Evacuation Orders Lifted: Local emergency services must confirm that it is safe for students and staff to return to the affected area.

2. Power and Utilities Restored: Essential services such as electricity, water, gas, heating/cooling, and sanitation must be fully operational at each school site.

3. Healthy Air Quality: Air quality must be confirmed safe for prolonged indoor and outdoor activities as defined by local air quality management standards.

4. Access to Safe and Clean Water: Potable water must be available for drinking, food preparation, handwashing, and restroom use.

5. Campus Safety and Cleanliness: School sites must be free of debris, structural damage, and other hazards. Cleaning and sanitization protocols must be completed before reopening.

6. Internet Connectivity Restored: School internet systems, including fiber lines and Wi-Fi, must be operational to support instruction, communication, and administrative functions.

7. Sufficient Staffing: Adequate numbers of teachers, administrators, custodians, food service personnel, bus drivers, and support staff must be available to safely operate each site.

8. Operational Food Services: School kitchens must be inspected, cleared, and able to prepare and distribute student meals in accordance with health codes and program requirements.

9. Transportation Availability: If applicable, transportation routes must be safe and accessible for student pickup and drop-off.

10. Public Health Approval (if required): Reopening may require clearance or guidance from the Imperial County Public Health Department or other health authorities depending on the nature of the disruption.

Phased or Partial Reopening

If all sites are not immediately ready, the district may implement a phased return to campus, prioritizing students with the greatest academic or support needs.

Hybrid models may be used temporarily until full site readiness is achieved.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Holtville Unified School District's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Holtville Unified School District's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

To support full integration, the district will:

Align the ICP with relevant CSSP sections, including emergency procedures, communication protocols, and student services

Review both plans together during the annual CSSP review process

Ensure collaboration among instructional, safety, and administrative personnel during updates

Include the ICP in staff training and emergency preparedness activities to support cohesive implementation

The inclusion of the ICP strengthens the district's readiness to respond to emergencies in a way that maintains both physical safety and educational continuity for all students.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This Instructional Continuity Plan (ICP) will be reviewed and updated in collaboration with Educational Partners, considering feedback, data, and lessons learned from implementation. The review process will occur on the following basis:

Annually: A formal review will be conducted at least once per school year, prior to the start of the academic year, to ensure alignment with updated state and federal guidance, changes in district operations, and evolving educational needs.

After Each Emergency Event or School Closure: The ICP will be revisited and revised following any significant disruption to in-person instruction (e.g., natural disaster, public health emergency, major infrastructure failure) to assess what worked, identify areas for improvement, and incorporate stakeholder input.

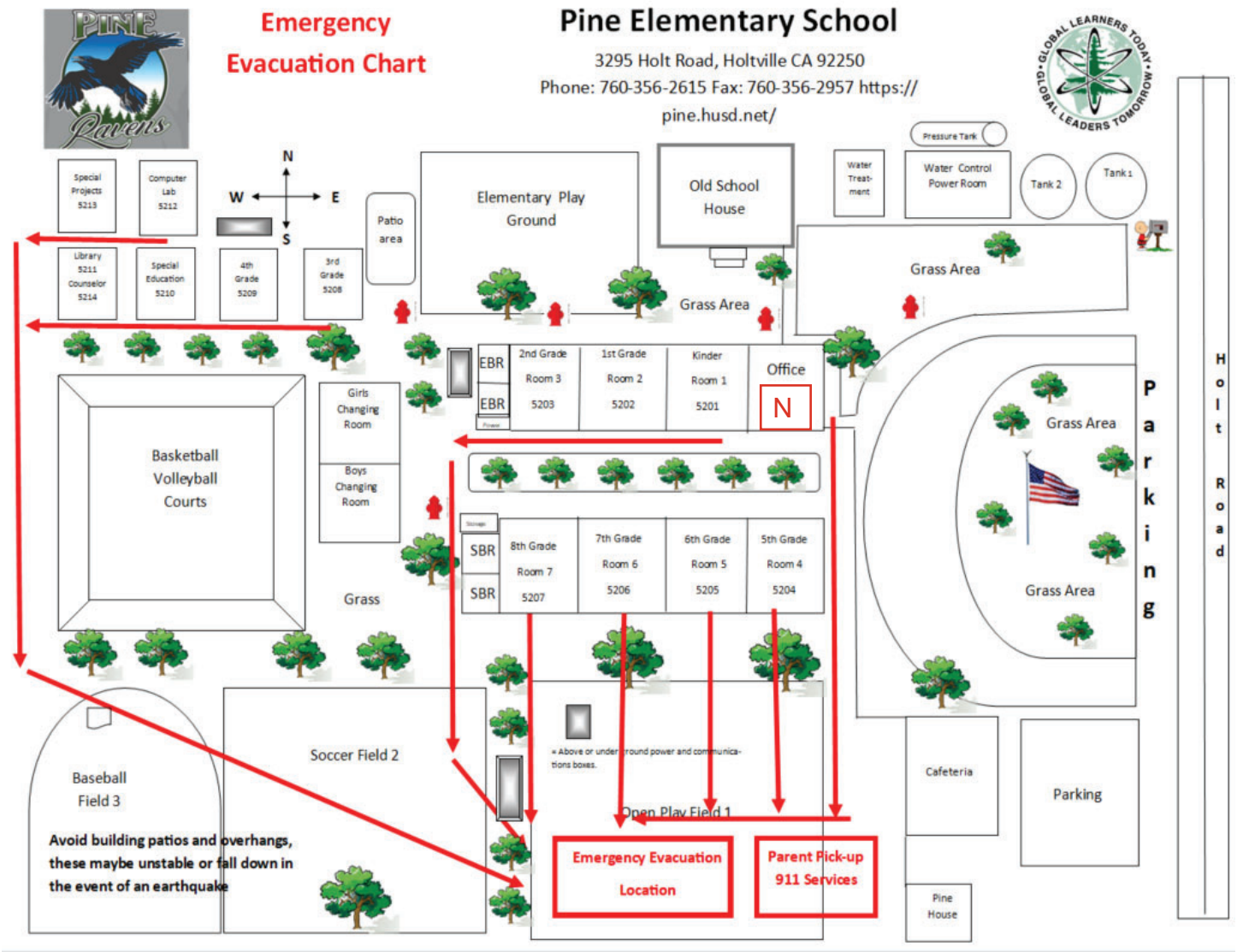
As Directed by State or County Agencies: The ICP will be updated to remain in compliance with changes in California Education Code, guidance from the California Department of Education (CDE), Imperial County Office of Education (ICOE), or other relevant agencies.
Ongoing Input from Educational Partners: Input from teachers, classified staff, administrators, students, families, bargaining units, and community-based partners will be gathered through surveys, meetings, and advisory committees throughout the year. This feedback will inform adjustments to protocols, communication methods, and support systems.

All revisions will be documented, communicated to stakeholders, and shared publicly via the district website and at board meetings to maintain transparency and collective ownership of the plan.

Emergency Evacuation Chart

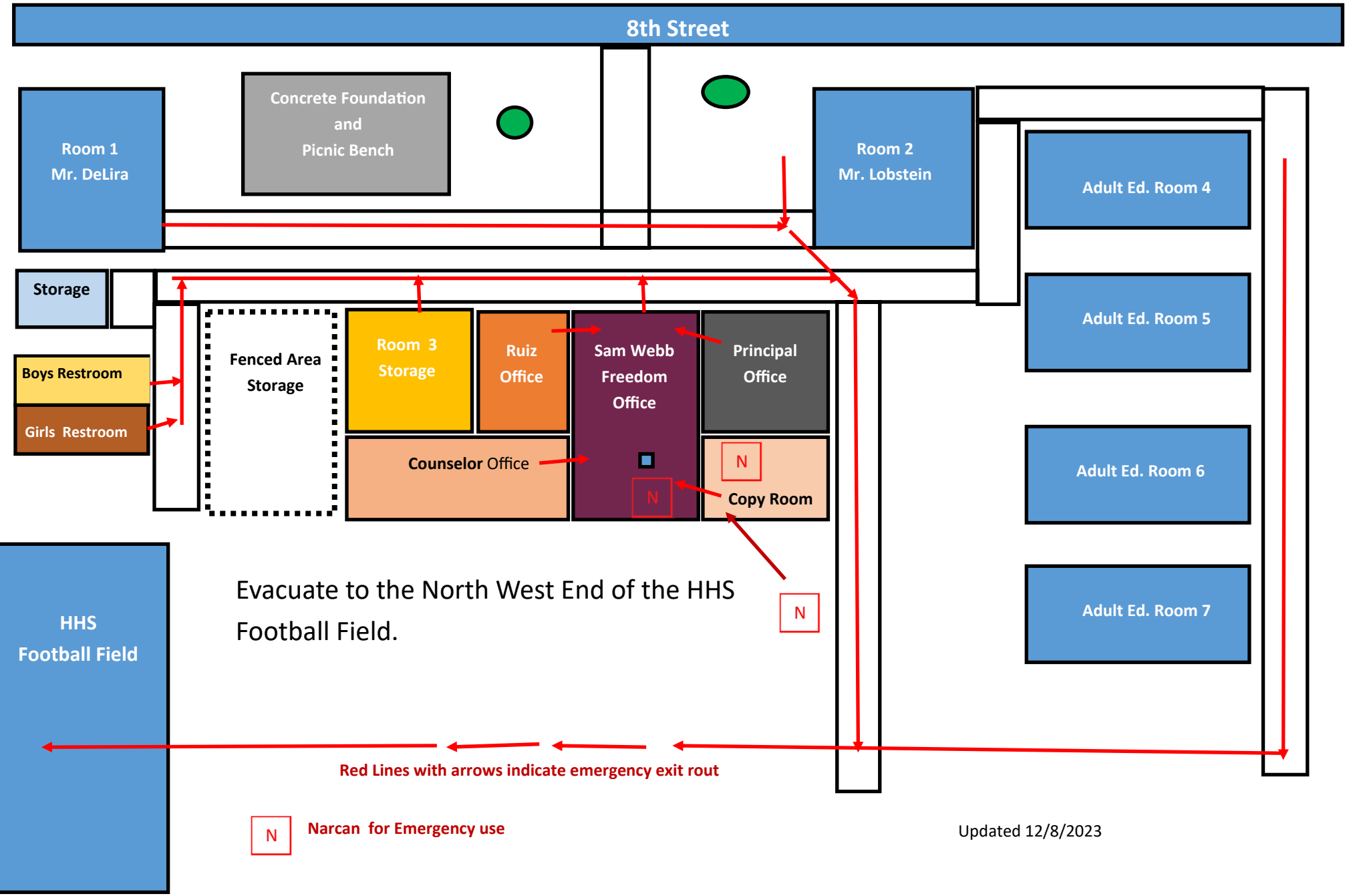
Pine Elementary School

3295 Holt Road, Holtville CA 92250
Phone: 760-356-2615 Fax: 760-356-2957 https://pine.husd.net/



N = Narcan Location

Campus Map and Evacuation rout.



N Narcan for Emergency use

Updated 12/8/2023