Elsinore High School

2025 – 2026 Comprehensive School Safety Plan

Lake Elsinore Unified School District

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Section 1 - Introduction

Preface

Development and Review of Comprehensive School Safety Plan
The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan. When practical, the school site council also shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee. This committee shall be composed of the following members: (Education Code 32281)
1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting its the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting:, if available: (Education Code 32288)
1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)
1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the comprehensive school safety plan to the principal. (Education Code 32282)

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee, to make appropriate modifications to the comprehensive school safety plan during the evaluation of the comprehensive safety plan. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate. (Education Code 32282)

Content of the Comprehensive Safety Plan
Each comprehensive safety plan shall include an assessment of the current status of school crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, data on reports of school crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety. (Education Code 32282)

Development and Update of the Elsinore High School CSSP

CSSP Planning Dates

Date of Meeting	Location	Time
August 8th, 2025	Library	8:30am
September 11th, 2025	Library	6:00pm
October 9th, 2025	Library	6:00pm
October 21st, 2025	Library	6:00pm
January 22nd, 2026	Library	6:00pm

CSSP Public Meeting

Date of Meeting	Location	Time
December 5, 2025	Room 701	8:00am
December 8, 2025	Library	3:30pm

Elsinore High School's CSSP SSC/Safety Committee

School Site Council

School Stakeholders for Planning and Approval

Administrators:

Brandon Stephens, Assistant Principal

Pauline Leavitt, Principal

Teachers:

Patricia Garcia

Parents:

September Goudy

Classified:

Stacy Styrcula

School Site Council Representative (If Title 1 School):

Shirley Moreno, SSC President

Support Staff:

Healthy start coordinator: (Jennifer Edquist - School Nurse)

Law Enforcement, Fire Department, Emergency Response

Anytime the CSSP is updated per California Education Code 32281 requires the updates be submitted to and reviewed by both a local law enforcement official and fire department official. The following officials were notified and given copies of the updated plan for review.

Sheriff, Police Agency/Name/Title: Deputy Kyle Oyama- SRO
Notification to Date of Consultation: December 8, 2025

Fire Department Agency/Name/Title: David Young
Notification to Date of Consultation: December 10, 2025

Probation Agency/Name/Title:
Notification to Date of Consultation:

Other:
Notification to Date of Consultation:

Communicating Plan to the Public

Prior to final SSC/Safety Committee approval of the CSSP the school must present the plan to the Public at a meeting at the School Site.

Required Invitees to Public Meeting

Title	Name	Date Invited	How Invited
Mayor	Ashlee San Fallipo, Mayor of Wildomar	December 5, 2025	Email
Rep From School Employee Org	Stacy Styrcula	Decmber 5, 2025	Email
Rep from PTA	Kim Potter	December 5, 2025	Email
Rep from Teacher Org	Darrin Weismann	Decmber 2, 2025	Email
Rep from Student Body Govt	Blake Humphries	December 2, 2025	Email
Any person requesting invite			

The School Community was notified of the meeting for review of the Comprehensive School Safety Plan through the following:

The School Safety Plan was shared to the EHS to the community through Email and public postings for our SSC meetings and our staff/team was provided the information through emails and ILT meetings.

Vision Statement

We believe that every student has the potential to succeed and to graduate with the skills and knowledge they need to thrive.

Mission Statement

Elsinore High School provides a safe and caring environment that encourages students to take intellectual, academic, and creative risks that prepare them to graduate and compete in a diverse global society

Final Approval Meeting Minutes

CSSP Committee Meeting Where Plan is Approved

Date of Meeting	Location	Time	Minutes
December 8, 2025	Elsinore High School - Room 701	3:30pm	SSC Meeting: December 8, 2025 @ 3:30pm in room 701. Elsinore High School School Site Council Meeting Agenda December 8, 2025 Room 701 @ 3:30pm- 4:00pm Welcome Roll Call (sign-in sheet) Introductions & Review of SSC Members & Roles No Public comments were given Approval of Minutes from Previous SSC Meeting Two corrections were cited for the October 16, 2025 minutes. Ryley Davis and Aubrey Klopp's names were mis-spelled. That correction was updated in the October 16, 2025 minutes. Ryan Klopp approved the minutes from the October 16, 2025 meeting, Aubrey Klopp seconded the approval of the minutes, the entire team voted to approve the minutes. Review, discussion, and feedback on EHS School Safety Plan The Safety Plan was reviewed the the SSC team. Naomi Lee moved to approve the EHS Saftey Plan. , Ryley Davis Seconded the approval of the EHS Saftey Plan. The entire SSC voted to approve the EHS Saftey Plan. Miram Urible -Garcia moved to conclude the meeting at 4:00pm. Patricia Garcia seconded to adjourn the meeting. The entire SSC voted to conclude the meeting. Adjournment at 4:00pm.

			*Post 72 hours before the date of the meeting.

SSC Meeting: December 8, 2025 @ 3:30pm in room 701.

Elsinore High School
School Site Council Meeting
Agenda
December 8, 2025
Room 701 @ 3:30pm- 4:00pm

Welcome
Roll Call (sign-in sheet)
Introductions & Review of SSC Members & Roles
No Public comments were given

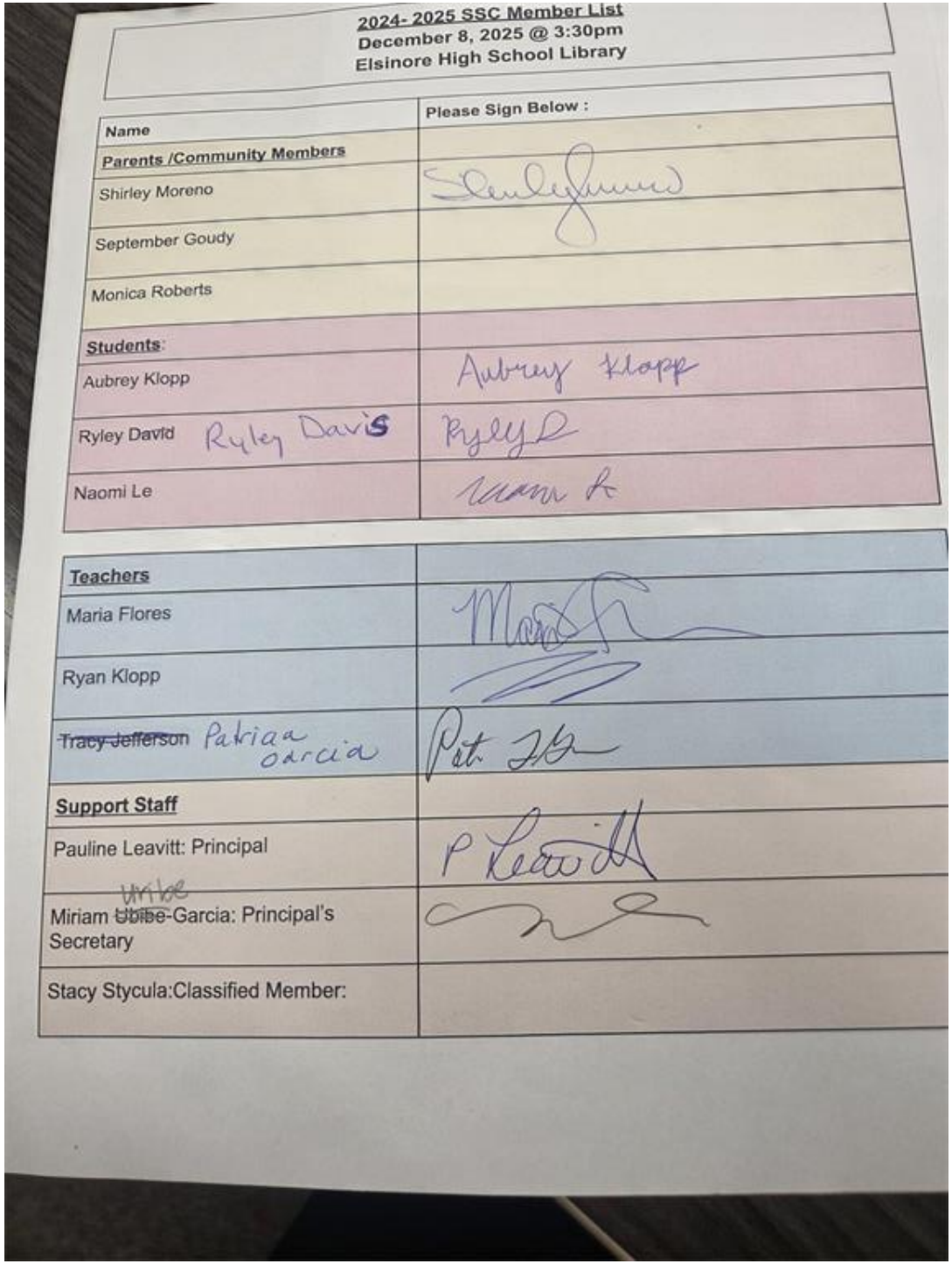
Approval of Minutes from Previous SSC Meeting
Two corrections were cited for the October 16, 2025 minutes. Ryley Davis and Aubrey Klopp's names were mis-spelled. That correction was updated in the October 16, 2025 minutes.
Ryan Klopp approved the minutes from the October 16, 2025 meeting, Aubrey Klopp seconded the approval of the minutes, the entire team voted to approve the minutes.

Review, discussion, and feedback on EHS School Safety Plan
The Safety Plan was reviewed the the SSC team.
Naomi Lee moved to approve the EHS Saftey Plan. , Ryley Davis Seconded the approval of the EHS Saftey Plan. The entire SSC voted to approve the EHS Saftey Plan.

Miram Urible -Garcia moved to conclude the meeting at 4:00pm. Patricia Garcia seconded to adjourn the meeting. The entire SSC voted to conclude the meeting.

Adjournment

*Post 72 hours before the date of the meeting.



2024- 2025 SSC Member List
December 8, 2025 @ 3:30pm
Elsinore High School Library

Name	Please Sign Below :
Parents /Community Members	
Shirley Moreno	
September Goudy	
Monica Roberts	
Students:	
Aubrey Klopp	Aubrey Klopp
Ryley David Ryley Davis	
Naomi Le	
Teachers	
Maria Flores	
Ryan Klopp	
~~Tracy Jefferson~~ Patricia Garcia	
Support Staff	
Pauline Leavitt: Principal	
Miriam ~~Ubibe~~ Uribe-Garcia: Principal's Secretary	
Stacy Stycula:Classified Member:	

Section 2 – Action Plan

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Action Plan

This action plan was developed and updated by our SSC/Safety Committee through a comprehensive review of date from multiple sources.

- Suspensions
- Expulsions
- Chronic Absences
- Law Enforcement Calls for Service at Site
- Community Crime Data

Areas of Pride/Accomplishments*

During our meetings with site teams and key stakeholders, we reviewed multiple data sources, including referrals, discipline, suspension/expulsion data, attendance indicators, SARB trends, and law enforcement calls for service. The following conclusions reflect the committee's analysis, not just the data presented in tables:

Over the past several years, our suspension rate has increased from prior years but has stabilized at 4.7% from 2024 to 2025. The committee attributed the increase—when compared to earlier years—to the implementation of new disciplinary protocols and procedures that were not previously enacted with fidelity. Stakeholders consistently reported that although suspensions have stabilized, overall campus safety and student behavior have improved, which they attribute to the consistent use of these updated procedures. The data shows that for the 2025–2026 school year, the largest category of referrals continues to be "tardy to class." Stakeholders agreed that maintaining current discipline structures is appropriate and supports a safer campus climate.

During the 2024–2025 school year, our school held the highest number of SART meetings in the district, demonstrating our proactive approach to addressing chronic absenteeism. The committee acknowledged a direct correlation between student attendance and the school's 94.5% graduation rate. To address attendance-related risk factors, we implemented a weekly multidisciplinary team (COST TEAM) that monitors student academic progress and attendance, conducts home visits, holds parent meetings, and provides targeted interventions. Stakeholders agreed that these structured attendance supports have positively impacted student outcomes and should continue. We increased our attendance from 92% to 93%

In the 2024–2025 school year, we recorded 95 calls for service, the majority of which were "FU" (follow-ups) and SPERS calls. The presence of a full-time School Resource Officer (SRO) has contributed to timely follow-up, improved safety perception among staff and students, and increased collaboration with law enforcement. Stakeholders reported that the consistent on-site presence of the SRO has strengthened prevention and early intervention efforts.

Our overall accomplishments reflect significant improvements in systems that support student success, behavior, and well-being. We have strengthened our student support services by implementing consistent, schoolwide structures focused on positive behavior and social–emotional development. Additionally, we expanded student leadership opportunities and increased parent partnerships to enhance engagement and school connectedness.

Through Title I funding, we hired a Community Liaison who has had a direct and positive impact on each of these areas by supporting families, improving communication, and facilitating access to resources. We remain committed to maintaining consistency in our established procedures while continuously refining our practices based on stakeholder feedback and ongoing data analysis.

Findings & Desired Improvements*

Based on our review of prior-year goals, stakeholder feedback, and current data analysis, the committee identified the following areas:

1. Need for a More Efficient and Transparent Behavior Documentation System
Component: School Climate
Although the EHS discipline email system was used in prior years, it did not consistently allow for timely documentation or follow-up. Teachers expressed frustration with delays and lack of transparency. After transitioning to Infinite Campus online referrals, we have seen improvement, but continued training and monitoring are needed to ensure full fidelity and consistent use across all departments.

2. Ensuring Effective Classroom Removal Procedures and Restorative Re-entry
Component: School Climate
Teachers previously reported concerns about students returning to class immediately after being removed for disrespect. While we have addressed this by implementing due process procedures and restorative practices before students return, we need to strengthen the quality and consistency of restorative conversations and ensure teachers receive timely follow-up communication after each classroom removal.

3. High Rates of Tardiness and Need for Stronger On-Time Attendance Systems
Component: School Climate
Although students are no longer lingering in hallways and now make it to class, tardiness remains a major referral category. We implemented a fully electronic tardy system through Infinite Campus, with lunch detentions, tutoring options, and parent meetings for chronic cases. While over 100 students serve daily, continued improvement is needed to reduce chronic tardiness, increase accountability, and incorporate more preventative strategies.

4. Hallway Management System Needed Reliability and Consistency
Component: Physical Environment
The previous use of 5 Star for campus supervisors was hindered by frequent internet issues and inconsistent access to student iPads. The shift to a color-coded hall pass system for East and West campuses has been successful, but we will continue refining the system to ensure uniform implementation, reduce hallway congestion, and maintain a safe, structured physical environment.

5. Strengthening Parent Engagement and Communication Pathways
Component: School Climate
Although parent partnerships improved with the addition of a Title I–funded Community Liaison, our data on chronic absenteeism, SART meetings, and home visit numbers indicates a continued need to expand parent communication, provide additional language-accessible supports, and increase participation in school-wide initiatives that support attendance and behavior.

Priorities/Goals for Safe and Orderly Environment*

Priorities / Goals for 2025–2026
1. Reduce Chronic Tardiness Through Tiered Prevention and Accountability
Goal:By June 2026, the school will reduce chronic tardiness by 10%, using the new IC electronic tardy system, lunch detentions, parent meetings, and targeted interventions. Weekly data checks will monitor progress.

2. Increase Parent Engagement in Attendance and Behavior Supports
Goal: By June 2026, parent participation in attendance-related meetings (SART, SARB, parent conferences) will increase by 15%, supported by outreach from the Community Liaison, multilingual communication tools, and structured weekly attendance team meetings.

3. Strengthen Restorative Re-entry and Follow-Up After Classroom Removals

Goal:By June 2026, all students removed from class for major disrespect or disruption will participate in a documented restorative re-entry process, and teachers will receive follow-up communication within 24 hours of the incident. The admin team will review re-entry compliance monthly.

4. Improve Timely and Accurate Behavior Documentation (Highest Priority)
Goal:By June 2026, 100% of teachers and staff will document student behavior incidents through Infinite Campus online referrals, with monthly fidelity checks and quarterly refresher trainings to ensure accuracy, timeliness, and transparency.

5. Ensure Consistent Use of the Color-Coded Hall Pass System
Goal:By January 2026, 100% of teachers will use the East/West color-coded hall pass system, with campus supervisors conducting monthly hallway audits to measure compliance and reduce unsupervised student movement.

Overall Strategies for the 2025-2026 School Year are:

1. Reduce Chronic Tardiness Through Tiered Prevention and Accountability
Strategy (School Climate): Implement a tiered attendance intervention system that includes daily electronic IC tardy tracking, consistent lunch detentions, academic tutoring options to clear time, weekly data reviews, and parent conferences for chronically tardy students. Campus supervisors and admin will monitor hallways at bell times to reduce late arrivals.

2. Increase Parent Engagement in Attendance and Behavior Supports
Strategy (School Climate): Strengthen parent outreach through our Community Liaison by increasing multilingual communication, coordinating more frequent parent meetings (SART, SARB, attendance reviews), conducting home visits, and providing parents with clear, accessible information about attendance requirements and interventions. Track parent participation monthly to measure growth.

3. Strengthen Restorative Re-entry and Follow-Up After Classroom Removals
Strategy (School Climate): Implement a consistent restorative re-entry protocol for all classroom removals, including reflection activities, student conferences, and communication of outcomes to teachers within 24 hours. Administrators will conduct monthly audits to ensure all restorative steps are completed and documented.

4. Improve Timely and Accurate Behavior Documentation
Strategy (School Climate): Provide ongoing professional development for staff on the use of Infinite Campus Online Referrals, including quarterly refresher trainings, step-by-step guides, and monthly fidelity checks. Admin will monitor referral timeliness and accuracy to ensure full transparency and consistency across departments.

5. Ensure Consistent Use of the Color-Coded Hall Pass System
Strategy (Physical Environment): Maintain a clear and uniform East/West color-coded hall pass system to reduce unnecessary hallway traffic and improve campus safety. Campus supervisors will complete monthly hallway audits and teachers will be reminded during staff meetings to reinforce consistent use of the pass system schoolwide.

Component 1 People and Programs (School Climate)

Our Strategies for Component 1: People & Programs

1. Strengthen Parent Engagement and Partnership
We will expand family involvement by increasing multilingual communication, hosting more SART/SARB/parent meetings, conducting home visits, and providing clear information about attendance and behavior supports. Our

Community Liaison will lead outreach to help families feel connected, informed, and empowered to contribute ideas for school improvement.

2. Implement Schoolwide Restorative Practices for Behavior and Re-entry
When students are removed from class, we will use a consistent restorative re-entry process that includes reflection, conversation, and repairing harm. Teachers will receive timely follow-up so they feel supported, and students experience positive, relationship-centered accountability.

3. Improve Timely and Accurate Behavioral Documentation
All staff will use Infinite Campus online referrals to ensure transparency, quick follow-up, and consistent tracking. Regular trainings and monthly fidelity checks will support staff in creating a fair, predictable system that strengthens trust between students, teachers, and administration.

4. Reduce Chronic Tardiness Through Tiered Supports
By using IC electronic tardy tracking, lunch detentions, tutoring options, and targeted interventions, we will help students understand the importance of being on time. Increased supervision during passing periods and parent conferences for chronic cases will further support a positive school climate and strengthen student responsibility.

5. Increase Opportunities for Student Leadership and Voice
We will continue to expand student leadership roles and encourage students to contribute to school culture, peer mentorship, and campus improvement initiatives. These opportunities help students feel valued, capable, and connected to the school community.

Component 2 Places (Physical Environment)

Our Strategies for Component 2: Physical Environment

1. Ensure Consistent Use of the Color-Coded Hall Pass System
To reduce unnecessary student movement and increase hallway safety, all teachers will use the East/West color-coded hall pass system. Campus supervisors will conduct monthly hallway audits to ensure compliance and maintain orderly transitions during class time.

2. Increase Supervision During Passing Periods, Breaks, and Lunch
Administrators, campus supervisors, and designated staff will provide increased presence during high-traffic times to promote safety, reduce tardiness, and improve campus visibility. This supports both physical security and positive student behavior.

3. Maintain Reliable Systems for Emergency Procedures and Preparedness
Staff will continue to receive updated training on disaster procedures, emergency responses, and active threat protocols. Emergency materials and exit route posters will be reviewed and updated as needed to ensure every room remains compliant and easy to navigate during emergencies.

4. Strengthen Safety through Technology and Reporting Systems
Infinite Campus referrals, electronic tardy tracking, and improved communication systems will support quicker response times and better monitoring of student movement patterns, contributing to a safer physical campus environment.

Section 3 – Data Analysis

School Performance Overview Dashboard

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1927	**78%**	**6.9%**	**0.7%**
Total Number of Students enrolled in Elsinore High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	132	6.9%
Foster Youth	13	0.7%
Homeless	136	7.1%
Socioeconomically Disadvantaged	1503	78%
Students with Disabilities	306	15.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	90	4.7%
American Indian	1	0.1%
Asian	23	1.2%
Filipino	41	2.1%
Hispanic	1283	66.6%
Two or More Races	103	5.3%
Pacific Islander	12	0.6%
White	374	19.4%

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Graduation Rate**  Yellow	**Suspension Rate**  Yellow
Mathematics  Yellow	**Chronic Absenteeism**	
English Learner Progress  Red		
College/Career  Orange		

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	2	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Orange	 No Performance Color
21.7 points above standard	67 points below standard	Fewer than 11 students - No Data for Privacy
Increased 53.3 points	Increased 77.8 points	6 Students
397 Students	33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	34.4 points below standard	6.5 points above standard
1 Student	Increased 11.1 points	Increased 43 points
	16 Students	298 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
108.4 points below standard	6.3 points below standard	Fewer than 11 students - No Data for Privacy
Increased 18.4 points	Increased 70.7 points	0 Students
56 Students	14 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	89.8 points above standard	9.7 points above standard
6 Students	11 Students	Increased 52.7 points
		243 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
45.2 points above standard	Fewer than 11 students - No Data for Privacy	31 points above standard
Increased 54.3 points	3 Students	Increased 33.2 points
30 Students		90 Students

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
81.9 points below standard	155.8 points below standard	Fewer than 11 students - No Data for Privacy
Increased 25.2 points	Increased 37.7 points	6 Students
400 Students	36 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	138.2 points below standard	97.4 points below standard
1 Student	Increased 9.9 points	Increased 19.6 points
	17 Students	300 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
180.3 points below standard	122.4 points below standard	Fewer than 11 students - No Data for Privacy
Increased 23.6 points	Increased 29.9 points	0 Students
56 Students	14 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	14.5 points above standard	97.4 points below standard
6 Students	11 Students	Increased 23.9 points
		246 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
46.4 points below standard	Fewer than 11 students - No Data for Privacy	71.5 points below standard
Increased 14.1 points	3 Students	Maintained -0.5 points
30 Students		90 Students

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
1	0	1	3	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 No Performance Color
51.8 science points	36.5 science points	Fewer than 11 students - No Data for Privacy
Increased 5.5 points	Increased 6.9 points	7 Students
404 Students	40 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	35.6 science points	48.9 science points
1 Student	Declined 8.6 points	Increased 3.3 points
	20 Students	304 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
34.2 science points	42.9 science points	Fewer than 11 students - No Data for Privacy
Maintained -0.3 points	Increased 3.1 points	0 Students
55 Students	14 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	68 science points	48.6 science points
7 Students	11 Students	Increased 4.7 points
		248 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
59.3 science points	Fewer than 11 students - No Data for Privacy	55.9 science points
Increased 4.8 points	3 Students	Increased 3.3 points
31 Students		90 Students

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Red	Orange
26.8 making progress.	31.5 making progress.
Number Students: 97 Students	Number Students: 54 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.8%	53.1%	0%	27.1%

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	5	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Orange	Yellow	No Performance Color
Prepared 45.5%	Prepared 12.2%	Prepared 14.3%
Declined 4.8%	Increased 3.9%	Maintained -0.7%
437 Students	41 Students	21 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Orange	Orange
Fewer than 11 students - No Data for Privacy	Prepared 19.7%	Prepared 39.9%
4 Students	Declined 8.3%	Declined 3.1%
	66 Students	348 Students

Students with Disabilities	African American	American Indian
		
Orange	No Performance Color	No Performance Color
Prepared 12.7%	Prepared 37%	0 Students
Declined 7%	Increased 14.8%	
79 Students	27 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 41.5%
5 Students	10 Students	Declined 5.7%
		287 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Orange
Prepared 68.4%	Fewer than 11 students - No Data for Privacy	Prepared 53.4%
Increased 16.2%	1 Student	Declined 7.9%
19 Students		88 Students

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	1	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
92% graduated	75.6% graduated	90.5% graduated
Declined 2.9%	Declined 4.9%	Maintained 0.5%
437 Students	41 Students	21 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - No Data for Privacy	81.8% graduated	92% graduated
4 Students	Maintained -0.2%	Declined 3%
	66 Students	348 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
83.5% graduated	100% graduated	0 Students
Declined 9.9%	Increased 14.8%	
79 Students	27 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	90.2% graduated
5 Students	10 Students	Declined 5.9%
		287 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
100% graduated	Fewer than 11 students - No Data for Privacy	93.2% graduated
Increased 4.3%	1 Student	Maintained -0.2%
19 Students		88 Students

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	4	1	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Green	 Yellow
4.7% suspended at least one day	5.2% suspended at least one day	9.3% suspended at least one day
Maintained 0.2%	Declined 2%	Declined 1.1%
2061 Students	153 Students	75 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
22.7% suspended at least one day	7.9% suspended at least one day	5.4% suspended at least one day
Increased 8.9%	Maintained -0.1%	Maintained 0%
22 Students	165 Students	1622 Students

Students with Disabilities	African American	American Indian
 Red	 Yellow	 No Performance Color
10.8% suspended at least one day	6.3% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 3.6%	Declined 0.4%	2 Students
334 Students	96 Students	

Asian	Filipino	Hispanic
 No Performance Color	 Blue	 Orange
0% suspended at least one day	0% suspended at least one day	4.9% suspended at least one day
Declined 4.5%	Maintained 0%	Increased 0.3%
25 Students	42 Students	1375 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
6.2% suspended at least one day	0% suspended at least one day	4.3% suspended at least one day
Increased 2.8%	Declined 18.2%	Maintained 0.1%
113 Students	11 Students	397 Students

Section 4 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Child Abuse Prevention and Reporting – BP/AR 5141.4

Child Abuse Prevention And Reporting – BP 5141.4

Child Abuse Prevention

The Governing Board recognizes the district's 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's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

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

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

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

Child Abuse Prevention And Reporting – AR 5141.4

Definitions

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

A physical injury or death inflicted by other than accidental means on a child by another person
Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
Neglect of a child as defined in Penal Code 11165.2
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
Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

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

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care 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 a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward 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)

Reporting Procedures
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)
Child Protective Services
23119 Cottonwood Avenue, Building A & C
Moreno Valley, CA 92553
(951) 358-3164

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.

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 welfare department or the police or sheriff's department.

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

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
The child's name and address, present location, and, where applicable, school, grade, and class
The names, addresses, and telephone numbers of the child's parents/guardians
The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

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)

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 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 other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

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

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.
The selected person shall not participate in the interview.
The selected person shall not discuss the facts or circumstances of the case with the child.
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. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Parent/Guardian Complaints
Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains 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.

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

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)

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:
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)

If a mandated reporter fails to 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)

No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Suspected Child Abuse Report Form (BCIA 8572)

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - NAME AND TITLE	TELEPHONE

C. VICTIM (One report per victim)

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME	TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
OTHER RELEVANT INFORMATION			

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT	PLACE OF INCIDENT
NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)	

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Discipline – BP/AR 5131, 5131.4

Conduct – BP 5131

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption

Conduct that disrupts the orderly classroom or school environment

Willful defiance of staff's authority

Damage to or theft of property belonging to students, staff, or the district

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Obscene acts or use of profane, vulgar, or abusive language

Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

Use of a cellular/digital telephone, pager, or other mobile communications device during school hours

Such devices shall be turned off during school hours, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

Plagiarism or dishonesty on school work or tests

Inappropriate attire

Tardiness or unexcused absence from school

Failure to remain on school premises in accordance with school rules
Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Student Disturbances – BP 5131.4
The Governing Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the Superintendent or designee may request law enforcement assistance.

The Superintendent or designee and the principal of each school shall establish a school disturbance response plan that is intended to curb disruptions which may lead to riots, violence, or vandalism at school or at school-sponsored events. In developing each school's plan, the Superintendent or designee shall consult with local law enforcement authorities to create guidelines for law enforcement support and intervention.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal and invoke the school disturbance response plan.

Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with Board policy and administrative regulations.

Student Disturbances – AR 5131.4

Prohibited Activities

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight
Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:
Organizing or participating in unauthorized assemblies on school premises
Participating in sit-ins or stand-ins which deny students or employees normal access to school premises
Interfering with or unauthorized use of the district's computer system
Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of school personnel
Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity
Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

Extension of Class Period and/or Dismissal of School

During any disturbance in which additional students might become involved while changing classes, the principal or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

The principal may also request that the Superintendent dismiss school in accordance with the school disturbance response plan.

Dress Code – BP/AR 5132

Dress and Grooming BP 5132

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.
Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

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

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

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Dress and Grooming AR 5132
In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
Hats, caps and other head coverings shall not be worn indoors.
Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
Gym shorts may not be worn in classes other than physical education.

Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.
No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)
The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

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

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

Uniforms
In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

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

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

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Gangs – BP 5136

The Governing Board desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

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

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

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

Suspension and Expulsion/Due Process – BP/AR 5144.1

Suspension And Expulsion/Due Process – AR 5144.2
A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with a disability pursuant to IDEA and who has engaged in behavior that violated the district's code of student conduct may assert any of the protections under IDEA only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)
The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)

The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.

The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.

The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

The district would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have knowledge if the district conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the district is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (34 CFR 300.530; Education Code 48903)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

The district shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

-The removal is for more than 10 consecutive school days.
-The student has been subjected to a series of removals that constitute a pattern because of all of the following:
-The series of removals total more than 10 school days in a school year.
-The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.

Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.
If the removal has been determined to be a change of placement as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

Services During Suspension

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If a student with a disability is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or his/her parent/guardian, provided that transportation is specified in his/her IEP. (Education Code 48915.5)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)
Carries or possesses a weapon, as defined in 18 USC 930

Knowingly possesses or uses illegal drugs

Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V

Inflicts serious bodily injury upon another person as defined in 18 USC 1365
The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

Caused by or had a direct and substantial relationship to the student's disability

A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result

in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

Suspension of Expulsion

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.
The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Notify Teacher of Dangerous Students

The Superintendent or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

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

Notice Regarding Student Offenses Committed While Outside School Jurisdiction
When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

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

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

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

Procedures to Maintain Confidentiality of Student Offenses
In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

Nondiscrimination/Harassment and Hate Crime Reporting– BP/AR 0410, 5145.3

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities.

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district. (Education Code 234.1)

District programs, activities, and practices shall be free from unlawful discrimination against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; parental, marital, and family status; and veteran or military status; a 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. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12920, 12926, 12940; 20 USC 1681-1688, 29 USC 621, 42 USC 2000d-2000d-7, 2000e-2)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on any of the categories identified above.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Additionally, the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be adopted by the Board or district if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

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

Derogatory Native American terms, including Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Redskins, Savages, Squaw, and Tribe, shall not be used for any school or athletic team name, mascot, or nickname, unless permitted in accordance with Education Code 221.3.

The Superintendent or designee shall annually 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. The Superintendent or designee shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall

report the findings and recommendations to the Board after each review.

All complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures, for students, and Administrative Regulation 4030 - Nondiscrimination in Employment, for employees.

Pursuant to 34 CFR 104.8 and 106.8, 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 the annual parental notification distributed in accordance with Board Policy/Exhibit(1) 5145.6 - Parent/Guardian Notifications and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's website and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. Additionally, 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. (Education Code 48985; 20 USC 6312)

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) 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's web and mobile applications comply with technical standards prescribed by law, and as necessary, shall provide appropriate auxiliary aids and services to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of district services, programs, or activities. 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 websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or designee 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 Administrative Regulation 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. The compliance officer 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.

Director III, Student Support Services
545 Chaney Street
Lake Elsinore, CA 92530
(951) 253-7000

Sexual Harassment – BP/AR 5145.7

Sexual Harassment – BP 5145.7

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sex discrimination and sex-based harassment, as defined in the accompanying administrative regulation, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status

Additionally, the Board also prohibits retaliatory behavior or action against any person who complains or testifies about, about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sex discrimination, including sex-based harassment on school grounds or at a school-sponsored or school-related or off-campus when the conduct has a continuing effect on campus to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sex discrimination, including sex-based harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the district has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

The Superintendent or designee shall ensure that all district staff are trained regarding the district's sex discrimination and sex-based harassment policy, and that all employees receive training related to their duties under Title IX as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment. (34 CFR 106.8)

Instruction/Information

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

-What acts and behavior constitute sex discrimination and sex-based harassment, including the fact that sex discrimination and sex-based harassment could occur between people of the same sex and could involve sexual violence
-A clear message that students do not have to endure sex discrimination and sex-based harassment under any circumstance
-Encouragement to report observed incidents of sex discrimination and sex-based harassment even when the alleged victim of the discrimination or harassment has not complained
-A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sex discrimination and sex-based harassment incident will be addressed

separately and will not affect the manner in which the sex discrimination and sex-based harassment complaint will be received, investigated, or resolved
-A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sex discrimination and sex-based harassment allegation that involves a student, whether as the complainant, respondent, or victim of the discrimination or harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
-Information about the district's procedures for investigating complaints and the person(s) to whom a report of sex discrimination and sex-based harassment should be made
-Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sex discrimination and sex-based harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sex discrimination and sex-based harassment and/or other students during an investigation

Disciplinary Actions
Upon completion of an investigation of a sex discrimination and sex-based harassment, any student found to have engaged in sex discrimination and sex-based harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping
The Superintendent or designee shall maintain records in accordance with law, including in accordance with 34 CFR 106.8 as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sex-based harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Sexual Harassment – AR 5145.7
A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been officially identified as a student with a disability pursuant to IDEA and who has engaged in behavior that violated the district's code of student conduct may assert any of the protections under IDEA only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)
The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)

-The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
-The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.
-The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

-The district would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have knowledge if the district conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the district is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)
-If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Suspension
The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (34 CFR 300.530; Education Code 48903)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

The district shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

-The removal is for more than 10 consecutive school days.
-The student has been subjected to a series of removals that constitute a pattern because of all of the following:
-The series of removals total more than 10 school days in a school year.
-The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
-Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If the removal has been determined to be a change of placement as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

Services During Suspension
Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If a student with a disability is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or his/her parent/guardian, provided that transportation is specified in his/her IEP. (Education Code 48915.5)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)
Carries or possesses a weapon, as defined in 18 USC 930

-Knowingly possesses or uses illegal drugs
-Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
-Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination
The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

Caused by or had a direct and substantial relationship to the student's disability
A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)
Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)
The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

Determination that Behavior is Not a Manifestation of the Student's Disability:

If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

Suspension of Expulsion

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

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

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Safe Routes to School Program – BP 5142.2

Safe Routes To School Program 5142.2 BP
The Governing Board recognizes that walking, bicycling, and other forms of active transport to school promote students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning, the Superintendent or designee shall develop and implement strategies to establish and promote safe routes to school program activities.

The Superintendent or designee may identify a program coordinator or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but not be limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.

Supervision Assignments: All Administrators and Campus Supervisors are assigned to designated areas for supervision before, during, and after schoool.
1. Students are dropped off in the front visiting parking lot and the student parking lots from 7am to 8:30am in the morning and picked up in the same locations from 3:30pm to 4:00pm.
2. Campus Supervisors opens the games at 7am, Principal and Assistant Principals supervise the students coming in the front gates and that are sitting in the quad fom 8:00am to 8:30am. Campus supervisors supervise the bus drop offs and parking lots at the beginning, middle, and end of the day. During breaks and lunch, the administration team supervises the quad and the campus supervisors supervise the perimeter of the school. After school, the administration team supervises the front gate and parking lot and the campus supervisors supervise the student parking lots and bus pick up areas.

Visitor Protocols:
All visitors must check in at the front office and show their identification to get clearance from the use of the Verkada system. Once a vistor is cleared to come on campus, then they are given a name badge with their name on it they are directed to their meeting areas. If a visitor is coming on campus, then a school administrator or teammember walks them to their destination and then back off campus when ready to do so.

Gates:
All gates are unlocked at 7am by the EHS campus supervisors. Then all gates are locked up by the custodians at the end of the school day.

A direction sheet has been attached for that denotes the drop off and pick up areas for students and their families.

Communication to families via ParentSquare Regarding Traffic Safety and Parking:
"Hello Elsinore Families,

With the first day of school approaching, we want to remind you about traffic protocols and parking lot assignments at Elsinore High School. The school administration has developed traffic patterns and procedures with the support of law enforcement and the district transportation department to facilitate student safety and parking lot efficiency.

Please refer to the attached images which demonstrate designated parking areas and traffic patterns.
School buses drop off and pick up students from the access road behind the Dave Jones Gym. Special education buses drop off and pick up students in the pool parking lot. All district buses enter and exit through the Orchard Street gate near the Agricultural Farm. No other vehicles should be entering or exiting from the Orchard Street gate during pick up and drop off hours.

The school's front driveway on Canyon Drive is designed to have one way in and one way out. Cars enter the campus by turning into the east end of the driveway and making a left turn as they enter campus. Please stay to the right and pull all the way forward when dropping off and picking up your students. Moving vehicles exiting the driveway will stay to the left. Never leave your car unattended in the student loading zone. Parents of students with special needs or limited mobility will be allowed to drop off and pick up students in the car loop next to the theater. Please email your student's case carrier or Mr. Greg Stanley to obtain a pass to access the car loop. For your safety, please turn right when exiting the driveway, as the driveway exit does not align with the intersection of Canyon Drive and Almond Street.

Between 7:00 am and 8:30 am, students may be dropped off in the Almond Street cul-de-sac intersecting Bundy Canyon Road, between the tennis courts and LEUSD transportation. Drop off in the Almond Street cul-de-sac is extended to 9:35 am on late start Wednesdays. After school, students may be picked up in the cul-de-sac. The Almond Street cul-de-sac is secured during school hours. All student drop-offs during school hours are directed to the front driveway.

The main parking lot between the main campus and the athletic fields is for parking purposes only. Please do not use the main parking lot for student drop off and pick up. Senior parking will be located between the 200 building and the football stadium. Junior and Sophomore parking is located between the 300 building and the baseball stadium. Students are not permitted to park under solar panels. Student vehicles are off limits during school hours. To purchase your $10 parking permit, please complete the attached parking permit application and provide the necessary documentation to the bookkeeper, Neyba Hulse. Senior parking lot painting spot information will be sent later by the ASB Director, Jennifer Larios. Parking permits will not be enforced during the first 2 weeks of the semester.

We aim to provide your students with a safe and well-organized drop-off and pick-up location. The first few days of school will be especially busy; please plan accordingly and always drive slowly on our campus or adjacent streets."

Buses enter school through gate on Orchard St.

Buses drop off and pick up behind the Gym.

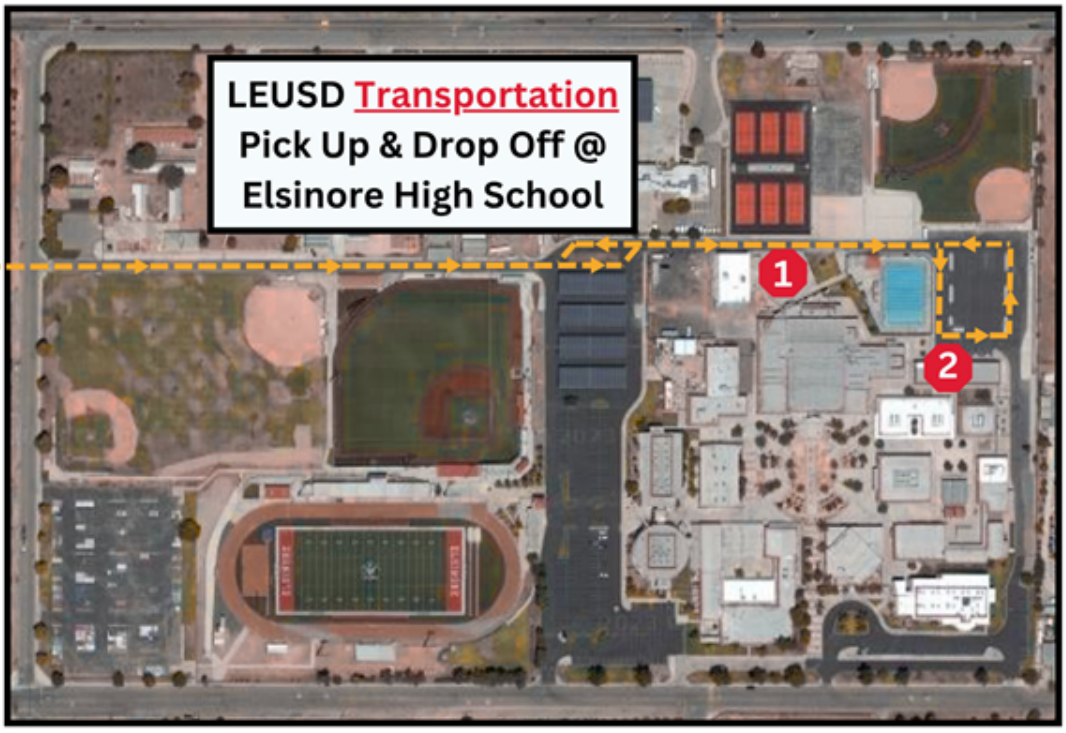
Buses turn around in the pool parking lot and exit through the gate on Orchard St.



Designated Bus Only Lane

1 General Education Bus Drop Off & Pick Up

2 Special Education Bus Drop Off & Pick Up





Parking Permits are required and can be requested from the Athletics Office.



Proof of license and insurance are required.



Student vehicles are off limits during school hours, including lunch.

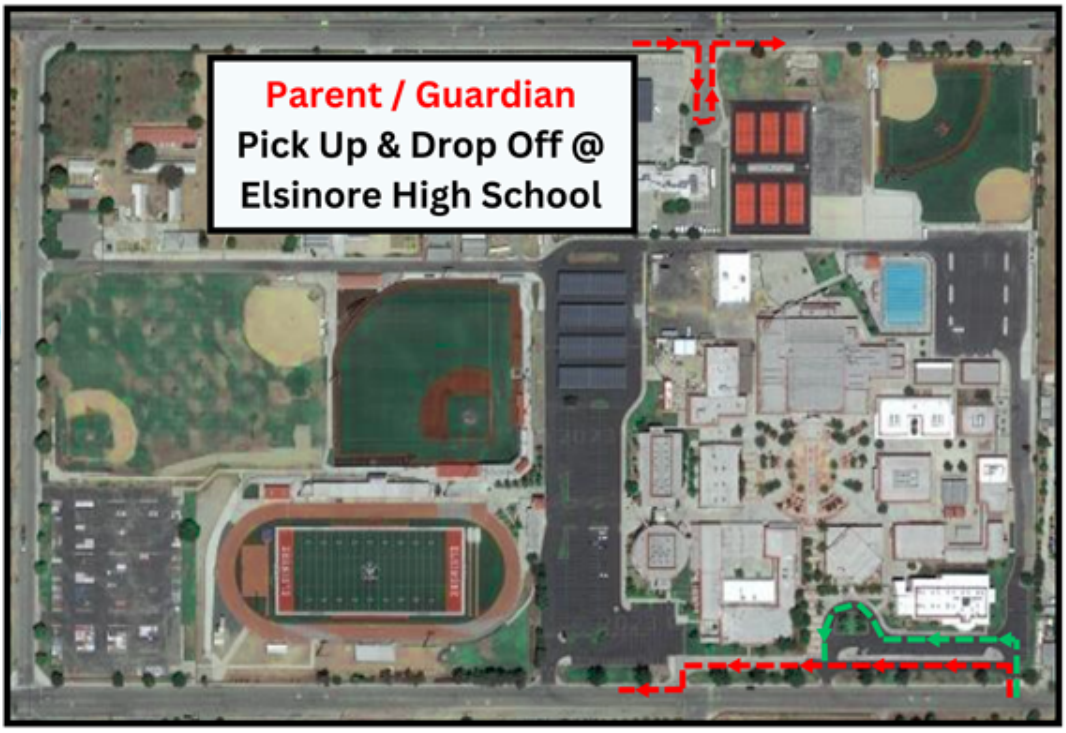


The parking lot between the football field and the main campus is not to be used for student drop off.



General Education Parent / Guardian Drop Off & Pick Up

Special Education Parent / Guardian Drop Off & Pick Up



Buses enter school through gate on Orchard St.

Buses drop off and pick up behind the Gym.

Buses turn around in the pool parking lot and exit through the gate on Orchard St.



Designated Bus Only Lane

1 General Education Bus Drop Off & Pick Up

2 Special Education Bus Drop Off & Pick Up



Campus Security – BP/AR 3515

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Reporting and Responding to Threats

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual. (Education Code 49390)

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

The Superintendent or designee may form a multidisciplinary team in order to identify, inquire, assess, and manage potentially threating student behavior.

Surveillance Systems

In consultation with the district's school site council, safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. Such signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreement(s).

Opioid Overdose Protocol – Melanie's Law

Student Overdose or Possible Overdose Protocol
Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur.

This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning. Training is provided to the volunteer on topics including but not limited to:
- Signs and symptoms of opioid drug poisoning
- How to administer the naloxone nasal spray (or other opioid antagonist)
- Calling EMS (911) and any follow up documentation or actions required.

*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the District for any and all civil liability.

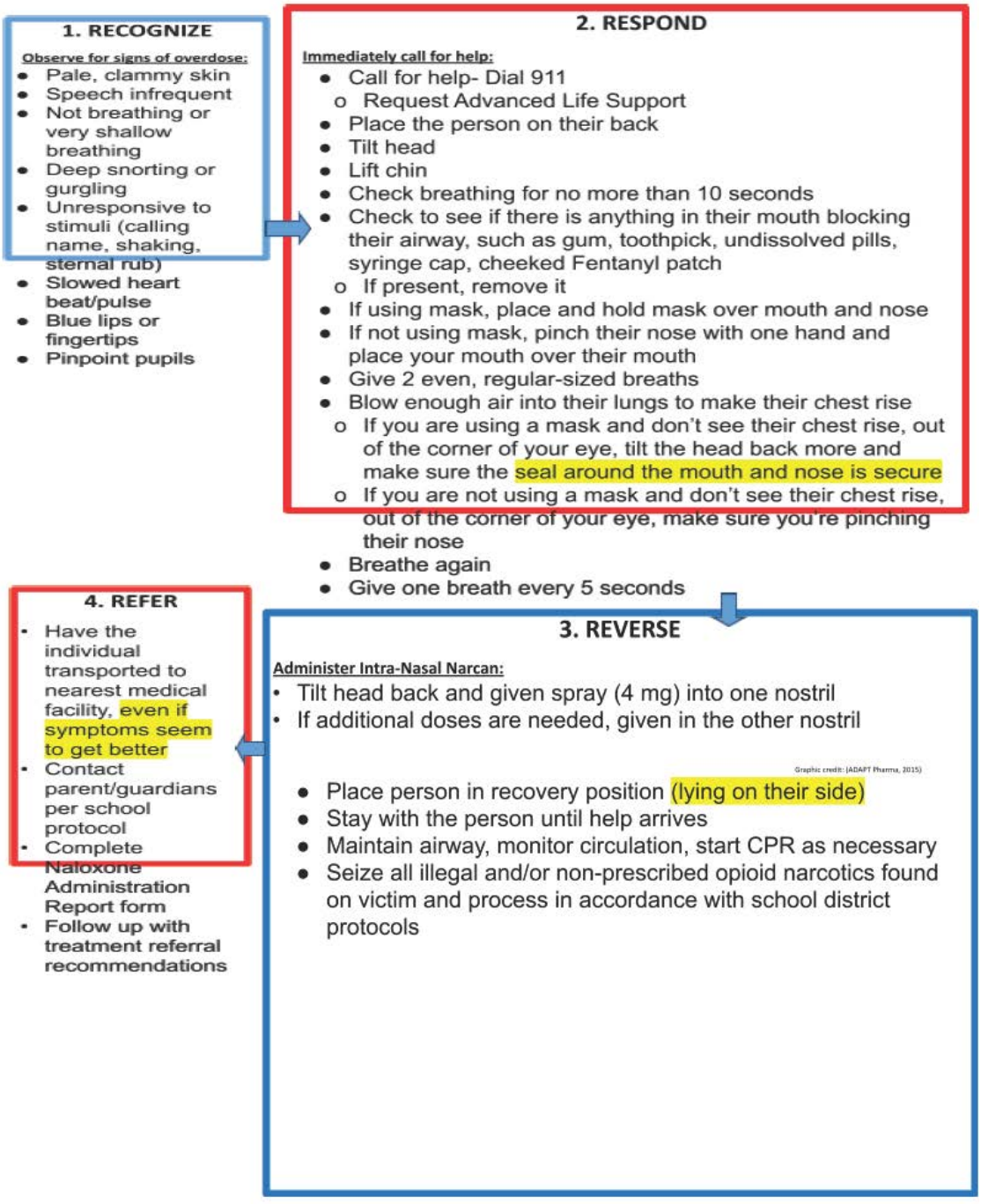
This notification is provided annually to all staff. If staff are willing to be identified as a volunteer and be trained,.staff attend the annual school site training. Once completed, a certificate of competency is signed by the employee.

Employees who volunteer to be trained may rescind their offer to volunteer at any time. No benefit will be granted to or withheld from any individual based on his or her offer to volunteer. There will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

Narcan/Naloxone on School Sites:
Each school site is given Narcan/Naloxone packages for overdose or possible overdose events. These complete packages contain:
- Narcan Nasal Spay
- Narcan/Naloxone Quick Start Guide
- Gloves
- Face Mask
- Adult/Child CPR Rescue Mask Kit
o Alcohol Pads
o Rescue Mask Instructions
- Narcan/Naloxone Administration Report

(For additional supplies, please contact the District Office/SWS/Health Services.)

NARCAN ADMINISTRATION



Response to Cardiac Arrest

Response to Cardiac Arrest*

The Cardiac Emergency Response Plan shall be as follows:
1. Developing a Cardiac Emergency Response Team
2. Activation of the Cardiac Emergency Response Team during an identified cardiac emergency
3. Automated external defibrillators (AEDs) – placement and maintenance
4. Communication of this Plan throughout the school campus
5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use
6. Local Emergency Medical Services (EMS) integration with the school/school district's plan
7. Annual review and evaluation of the Plan
8. Protocol for School Cardiac Emergency Responders
(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:
(b) Facilitate immediate access to professional medical help:
(c) Start CPR:
i. Use the nearest AED:
ii. Transition care to EMS:
iii. Action to be taken by Office / Administrative Staff:

Confirm the exact location and the condition of the patient.
Activate the Cardiac Emergency Response Team and give the exact location if not already done.
Confirm that the Cardiac Emergency Response Team has responded.
Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
Assign a staff member to direct EMS to the scene.
Perform "Crowd Control" – directing others away from the scene.
Notify other staff members, such as the school nurse, athletic trainer, and athletic director etc.
Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompany the victim to the hospital.
Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
Designate people to cover the duties of the CPR responders.
Copy the patient's emergency information for EMS.
Notify the patient's emergency contact (parent/guardian, spouse, etc.).
Notify staff and students when to return to the normal schedule.
Contact the school district administration.

Instructional Continuity Plan

Learning Continuity Plan (SB 153) Overview in the School Safety Plan
The Learning Continuity Plan (LCP) outlines how instruction will continue, how teaching staff will support students and families, and how the school will ensure access and well-being during the disruption.

Under SB 153, when an emergency disrupts normal instruction:

- Families and students must be engaged and communicated with no later than five (5) calendar days after the onset of the emergency.
- Access to continued instruction must ensue no later than ten (10) instructional days following the emergency.

The steps below describe how LEUSD will put the Learning Continuity Plan into action during a school closure.

1. Activation of the Learning Continuity Plan: In the event of a school closure, the Learning Continuity Plan will be activated and LEUSD will notify staff, students, and parents.

2. Coordination of Supports: LEUSD will ensure that instructional staff have access to the necessary resources.

- **Communication and Staffing**: LEUSD will work closely with administration to ensure instructional staff are informed of their roles and responsibilities during the closure.
- **Technology Support and Access**: LEUSD will ensure that instructional staff have the resources and equipment needed to work remotely.

3. Instructional Continuity: The district or affected school site will transition to remote instruction.

- **Attendance and Accountability**: LEUSD will support the administration in ensuring staff awareness and adherence to attendance policies for both students and themselves.

4. Safety and Well-Being of Staff and Students Maintaining the mental and emotional well-being of all involved is critical. LEUSD will coordinate efforts to provide staff with wellness resources and counseling services as needed.

- **Staff Wellness Checks**: LEUSD will implement regular check-ins with staff.
- **Social-Emotional Learning for Students**: Communication will be sent (via Parent Square) to all families and students to ensure that resources supporting students' mental health are communicated.

5. Communication Plan Communication will play an essential role in ensuring clear and timely direction for staff, parents, and school leadership.

- **Parental Notifications**: Parents will receive comprehensive information about the school's Learning Continuity Plan via email and the school's website, including details about how the school will maintain instruction and support services.
- **Staff Notifications**: LEUSD will send detailed internal communication outlining expectations for staff, including instructions on remote working policies, online classroom management, and support resources available to them during this time.

6. Professional Development: To ensure readiness, the Instructional Support Services department will coordinate any needed training for staff.

7. Ongoing Evaluation and Feedback: The District will work with administration to collect feedback from staff regarding the effectiveness of the Learning Continuity Plan during a school closure. This feedback will inform future modifications to the Safety Plan to improve readiness and responsiveness in future events.
This detailed integration of SB 153 into the school's safety plan ensures that both learning continuity and staff support remain priorities, even in emergencies.

Notification of Immigration Enforcement on School Sites

(For inclusion in Comprehensive School Safety Plans – required by March 1, 2026; effective until January 1, 2031)

1. Purpose

To ensure consistent, timely, and accurate communication to parents/guardians, teachers, administrators, and school personnel when immigration enforcement activity is confirmed on or near a district school site.

2. Scope

Applies to:

- All K–12 schools within the district.
- All district staff, including administrators, certificated and classified personnel, and contracted campus security.
- Situations where immigration enforcement presence is confirmed, whether by direct observation, official notice, or verified law enforcement report.

3. Definitions

- Immigration Enforcement: Any activity by federal, state, or local law enforcement officers intended to investigate or enforce immigration laws.
- Confirmed Presence: Immigration enforcement officers physically observed on site, or verified by the Superintendent/designee, law enforcement liaison, or site administrator.

4. Procedure

The following is the Lake Elsinore Unified School District recommended procedures regarding suspected immigration activity on or near a LEUSD school site.

Step 1: Identification & Verification

- Any staff member who observes suspected immigration enforcement activity must immediately notify the principal/site administrator.
- The principal/site administrator will:
    - Verify the presence by direct observation or communication with the Superintendent/designee.
    - District administration will consult with District Legal Counsel (when practicable) to confirm classification as immigration enforcement.

Step 2: Internal District Notification

- Once confirmed, the principal/site administrator notifies:
    - LEUSD Superintendent or designee
    - LEUSD Assistant Superintendent of Student Support Services
    - LEUSD Director III of Security and School Safety
    - LEUSD Public Information Officer (PIO)

Step 3: Parent/Guardian & Staff Notification

- The PIO, in collaboration with the Superintendent will issue a site wide notification to:
    - Parents/guardians of enrolled students.

- Teachers, administrators, and all school personnel.

- Notification methods may include:
  - Automated calls, texts, or email alerts.
  - Posting on secure parent portal or district website.
  - Hard-copy notices sent home (if time permits).

Required Notification Content:

- Date and time immigration enforcement was confirmed.
- Location of the confirmed presence (e.g., “near the main entrance,” “in the parking lot”).
- Link to resources provided by the district, including the California Attorney General’s model policies and local legal/community services.
- Statement reaffirming student and family rights under California law.

Step 4: Documentation

1. The principal/site administrator will complete a Notification Report within 24 hours, including:
   1. Description of the enforcement activity, if known.
   2. Verification steps taken.
   3. Time and method of notifications to parents, staff, and administrators.
   4. Copy of notice sent.
2. Reports are filed with the Superintendent’s Office and maintained for 5 years.

Step 5: Follow-Up

- District Counseling and Student Support Services shall ensure availability of social-emotional supports and legal resources to students and families impacted.
- Site administrators shall debrief with staff at the next available meeting to review the incident and reinforce protocols.

5. Roles & Responsibilities

- Staff/Teachers: Report suspected immigration enforcement presence immediately.
- Principal/Site Administrator: Verify presence, initiate notification protocol, and complete reporting.
- Superintendent/Designee: Authorize official communications, coordinate legal review, and ensure compliance.
- PIO: Draft and disseminate parent/staff notifications.
- Compliance Officer: Maintain records, oversee staff training, and audit CSSP implementation.

6. Training

- All staff, including front-office personnel and site security, shall receive annual training on this procedure.
- Training will cover identification, reporting, family notification, and legal considerations.

Notification of Immigration Enforcement for Elsinore High School

Date: (Insert date here)

Subject: Notice of Confirmed Presence of Immigration Enforcement at or adjacent to (Insert school name)

Dear (Parent, guardian, or staff),

This message is to inform you that immigration enforcement presence was confirmed at or adjacent to (Insert school name) on (Date) at (Time). The confirmed location was (Insert description here) (e.g., “south parking lot,” “public sidewalk adjacent to campus”).

Our schools are protected by California’s sensitive location laws. The District follows strict procedures to safeguard students, staff, and families and to limit access to nonpublic areas and records unless authorized by a judge. At this time, instruction and campus operations are (Continuing as usual and/or temporarily modified). If any change affect dismissals or activities, we will notify you promptly.

Resources & Model Policies:

Please visit (https://www.leusd.k12.ca.us/) for:

- District policies and procedures (AB 49 / SB 98)
- California Attorney General “Know Your Rights” information
- Community legal and counseling resources

If you have questions, contact (Insert site administrator) at (Phone/Email) or the District Office at (District Phone/Email).

Sincerely,

(Principal Or Superintendent Name)

(Name)

(Phone / Email)

Emergencies Disaster Preparedness Plan – BP/AR 3516

Emergencies and Disaster Preparedness Plan BP 3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plans, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple- jurisdiction or multiple-agency operations and with the National Incident Management System. The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.
The Board may 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 the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

Emergencies and Disaster Preparedness Plan AR 3516

The Superintendent or designee shall ensure that district and school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake or other natural disasters
3. Environmental hazards
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:
1. Regular inspection of school facilities and equipment and identification of risks
2. Instruction and practice for students and employees regarding emergency plans, including:
3. Training of staff in first aid and cardiopulmonary resuscitation
4. Regular practice of emergency procedures by students and staff

5. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
6. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site

Individuals responsible for specific duties

-Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
-Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
-Assignment of responsibility for identification of injured persons and administration of first aid

Personal safety and security, including:
-Identification of areas of responsibility for supervision of students
-Procedures for evacuation of students and staff, including posting of evacuation routes
-Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible
-Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
-Provision of a first aid kit to each classroom
-Arrangements for students and staff with special needs
-Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

Closure of schools, including an analysis of:
- The impact on student learning and methods to ensure continuity of instruction
- How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
- Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
- Identification of spokesperson(s)
- Development and testing of communication platforms, such as hotlines, telephone trees, and web sites
- Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
- Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
- Cooperation with other state and local agencies, including:
- Development of guidelines for law enforcement involvement and intervention
- Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
- Steps to be taken after the disaster or emergency, including:
- Inspection of school facilities
- Provision of mental health services for students and staff, as needed

Use of SEMS/NIMS *

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical, or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting California Code of Regulations

Disaster Service Worker Status

Government Code 3100
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

Elsinore High School Individualized Plans

None Requested

CSSP and Emergency Operations Training

The entire Elsinore High School staff received emergency procedures training during our Welcome Back Staff Event on August 7, 2025. A follow-up review of all emergency protocols will take place during the January 2026 staff meeting, pending approval of the updated Safety Plan by the School Site Council on December 8, 2025.

Members of the Incident Command Team (ICT) received targeted training during scheduled ICT meetings, where roles, responsibilities, and specific emergency response actions were reviewed in detail.

All newly hired staff receive comprehensive emergency training during district onboarding, which includes online safety modules as well as a review of emergency protocols and materials provided in their welcome folder.

Fire Drills and Fires – AR 3516.1

Fire Drills
1. The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)
2. 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)
3. The principal shall notify staff as to the schedule for fire drills.
4. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
5. Teachers shall ascertain that no student remains in the building.
6. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
7. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of Safety and Risk Services.

Fires
1. When a fire is discovered in any part of the school, the following actions shall be taken:
2. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
3. The principal or designee shall call 911.
4. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
5. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
6. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
7. 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.
8. 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.

Drills

The California Education Code requires the following drills per year.

Elementary

- Fire drills one per month
- Earthquake drills four times a year

Middle/Intermediate

- Fire Drills four times a year
- Earthquake four times per year.

High School

- Fire Drills two times per year
- Earthquake two times per year.

Drill Type	Dates
Fire Drills	10/16/2025
	3/3/2026
Duck-Cover-Hold Drills (Earthquake)	10/13/2025
	3/20/2026
Lockdown Drills	9/30/2025
	11/23/2025
	1/23/2026 & 4/26/2026
Shelter in Place Drills	9/30/2025
	11/23/2025
	1/23/2026 & 4/26/2026
Evacuation Drills	10/13/2025
	3/20/2026
Multi-Option Drills, Including Tabletop Exercies (Describe Below)	

Outside Agency Use of Facilities

BP 3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code [redacted])

In developing the disaster preparedness plans, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple- jurisdiction or multiple-agency operations and with the National Incident Management System. The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board may 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 the district may deem necessary to meet the community's needs. (Education Code [redacted])

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code [redacted])

Emergency Procedures for People with Disabilities

Emergency Plan for Students with Special Needs

Mitigation Strategies

- Learn about the types of hazards that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- Identify a pre-evacuation site that is accessible to students with disabilities
- Plan a primary and secondary evacuation route from each location the student is in during the day.
- Arrange sufficient transportation ahead of time to accommodate the entire special needs/staff population.
- Develop a schedule of daily activities and classes that identifies where a special needs student may be located each period of the day.
- Consider classroom location in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.

Developing a Special Needs Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities, and procedures for students with physical, sensory, emotional and health disabilities.

Tactical Response to Criminal Incidents

See lockdown and active assailant procedures.

Dangerous, Violent, Or Unlawful Activities

Assessment and Response Procedures

SB 671
SB 671 requires a Comprehensive School Safety Plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Emergency Incident Reporting Procedures for the Lake Elsinore Unified School District

FOR ON SITE EMERGENCY, CRISIS, OR DISASTER INCIDENT REPORTING
The principal, designee, or responsible staff member determines the severity of the incident. If the incident is potentially life threatening, or if there is potential for serious injury, IMMEDIATELY CALL 911.

FOR SCHOOL BUS EMERGENCY, CRISIS, OR DISASTER INCIDENT REPORTING
Transportation, principal, designee, or responsible staff member determines the severity of the incident. If the incident is potentially life threatening, or if there is potential for serious injury, IMMEDIATELY CALL 911.

OFF SITE EMERGENCY, CRISIS, OR DISASTER REPORTNG
1st Law Enforcement personnel will notify the Director II of Security & School Safety,
2nd Director II of Security & School Safety will notify A/S of Student Support Services,
3rd A/S of Student Support Services will notify Superintendent and Executive Cabinet,
4th Superintendent will notify governing board.

Note: When appropriate, local law enforcement or the Director II of Security & School Safety will notify the site(s) of a critical incident.

Reunification

Double Gate System
The double-gated system is to be utilized when laying out the Student/Parent Reunification Site is depicted below.
- The parents or guardians picking up a student will report to the "Adult Report Point" at the upper right. Signs will be posted by the Student Family Reunification Team and Security Team Members will be stationed to assist parents or guardians in finding the “Adult Report Point." The arriving parents or guardians will be greeted by 2 or more members of the Student/Family Reunification Team who are working the report point. The Team Members will provide the parents or guardians a copy of the “Student Release Form" asking the parents or guardians to complete the first section.
- A Team Member will then confirm the identity of the parents or guardians utilizing a government issued picture identification (driver's license, military ID, passport, etc.) and confirm that the parents or guardians are listed on the emergency data card for the student as being authorized to pick up the student.
- A Team Member will then complete the second section of the "Student Release Form" and hand it to a Runner to be carried to the Student Holding Area. The parents or guardians will be asked to step around to the "Student Release Point" and wait for the Runner to return. [NOTE: The “Adult Reporting Point" and the "Student Release Point" may be consolidated if there are too few Student/Family Reunification Team Members to run both locations.)
- The Runner will deliver the "Student Release Form" to the 2 or more members of the Student Family Reunification Team who are working at the entrance to the "Student Holding Area." The Team Members will have the requested student report to them, if the requested student is present in the holding area.
- A Team Member will then record on a roster they maintain that the student has been released from the holding area, check off the "Sent with Runner' entry in the third section of the "Student Release Form" and send the student with a Runner to the "Student Release Point."
o If, however, the student was never at school that day (absent), is being attended to at the First Aid station, has been taken to the hospital, is not available for pickup due to some "other" situation, or is missing, the Team Member will make the appropriate entry in third section of the “Student Release Form" and enter comments to clarify the status. The Runner will deliver the "Student Release Form" to the "Student Release Point."
- When the Runner delivers the “Student Release Form" and the student (if available) to the 2 or more Student/Family Reunification Team Members at the "Student Release Point," the Team Members will call for the parents or guardians picking up the student. The parent's or guardian's identification will again be confirmed utilizing a government issued picture identification.
- The parents or guardians will then sign for the student and depart the area with the student. If, however, the parents or guardians must be notified that the student is not available for pickup, a Student/Family Reunification Team Member will escort the adult to the Notification Room, where the notification will be made privately based on the information provided in the third section of the "Student Release Form."
- The Team members in the Notification Room will be responsible for helping the adult and finding answers to the resulting questions.

Student/Parent Reunification
QUICK REFERENCE CHECKLIST
The reunification procedure is activated when an emergency incident necessitates an unexpected school closure. This process differs from a planned early release and the following procedure should be utilized:
- The principal or designee will act as the Incident Commander and activate the appropriate ICS positions.
- The principal may appoint an Operations Section Chief to oversee the tactical operations of the reunification.
- Unified Command will be set up with emergency services if they are on scene. The school Incident Commander will remain in charge of the reunification process. The school liaison officer will represent the school in the emergency services Incident Command Post.
- Area Command will be set up with the District Emergency Operations Center to allow communication between the school site and the Office of the Superintendent.
- Set up the student staging area, the parental check in point, and the student release point. Appoint a staff member to head the team at each of these locations.

- If an off-site reunification is required, the Logistics Chief will be responsible for arranging transportation of students and staff to that site.
- The school Public Information Officer will be responsible for method(s) of notifying parents the location of the reunification site.
- The principal or designee will respond to the parental check in point to remain available to greet parents and address any problems with the reunification.
- Office staff will bring all student release records and forms to the parental check in point.
- Once all students are accounted for, institute the “buddy classroom system” in the staging area to make more staff members available to assist with the reunification process.
- The staging area team will be responsible for all operations in the staging area. This includes overall safety and needs of students in the staging area.
- The Notification Room, if needed, will be set up and staffed by school counselors. If all students are safely accounted for and the Notification Room is not needed.
- Any students not able to be picked up by a parent or guardian within a reasonable amount of time will be moved to a centralized area to await pick up. This move will be coordinated through the District Emergency Operations Center.

Fire on School Grounds

Fire on School Grounds
Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out" within the school building.

Principal/Site Administrator Actions:
1. Sound the fire alarm (activate pull station) to implement EVACUATION of the building.
2. Immediately EVACUATE the school using the primary or alternate fire routes.
3. Notify the Fire Department (call 911).
4. Direct search and rescue team to be sure all students and personnel have left the building.
5. Ensure that access roads are kept open for emergency vehicles.
6. Notify the District Office of the situation.
7. Initiate the Incident Command System and prepare to accept the emergency response.
8. Notify the appropriate utility company of suspected breaks in utility lines or pipes.
9. If needed, notify bus dispatch for OFF-SITE EVACUATION by DIRECTED TRANSPORTATION.
10. Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

Staff Actions:
1. EVACUATE students from the building using primary or alternate fire routes and take any necessary emergency equipment. Maintain control of the students at a safe distance from the fire and firefighting equipment.
2. Take attendance. Report missing students to the Principal/designee and emergency response personnel.
3. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Bioterrorism/Hazardous Materials

Biological or Chemical Agent Release
The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire, or Public Health Department may order EVACUATION of the school. It may be determined that SHELTER IN PLACE is a better option than evacuation for the initial response. This procedure also applies to BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENTS.

Principal/Site Administrator Actions:
1. Call 911, if necessary.
2. If there is a threat of airborne toxicity, shut off the ventilation system in the affected area when necessary. HVAC filters will keep out some toxins, so conferring with emergency responders for air quality information is necessary. If SHELTER IN PLACE is determined to be the course of action, move all students and staff indoors and await information from emergency responders.
3. Initiate EVACUATION if this is the determined course of action. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, initiate DIRECTED TRANSPORTATION. Move students and staff away from the path of hazardous materials.
6. Notify District Superintendent to initiate the Incident Command System and set up Unified Command with emergency responders.
7. Wait for instructions from emergency responders. The local fire department, Cal Fire, or California Highway Patrol will be lead agencies.
8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
9. Upon return to school, ensure that all classrooms are adequately aired.

Teacher Actions:
1. Follow standard student assembly, accounting, and reporting procedures. Do not take unsafe actions such as returning to the building before it has been declared safe.

Flood

Flooding
Flooding is a natural feature of the climate, topography, and hydrology of Temecula and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather. Flooding could threaten the safety of students and staff whenever stormwater or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks, or prolonged rainfall causes urban streams to rise. Flooding may also occur because of damage to water distribution systems such as the failure of a dam or levee.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. SAEC has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

The City of Temecula, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System.

The school bell system acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

Principal/Site Administrator Actions:
1. Issue stand-by instruction. In consultation with the principal determine if evacuation is required.
2. Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
3. Delegate a search team to ensure that all students have been evacuated.
4. issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
5. Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent.
6. Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
7. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so. - Communicate with bus drivers.
8. Determine whether the school will be closed or remain open.
9. Document all actions that are taken.
10. Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
11. Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
12. Document all actions are taken.

Staff Actions:
1. Execute evacuation procedures when instructed
2. Take the class roster and emergency to-go kits.
3. Take attendance before leaving the campus.
4. Remain with students throughout the evacuation process.
5. Upon arrival at the safe side, take attendance. Report any missing or injured students to the Incident Commander.
6. Do not return to the school building until it has been inspected and determined safe by proper authorities.
7. Document all actions are taken.

Bus Driver Actions:
1. If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
2. If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
3. Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.

Power Failure

Weapons Assault

Armed Assault On Campus
Immediate response to a rapidly changing incident is critical. In most cases, initiate LOCKDOWN procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

Active Assailant Incidents
An Active Assailant incident is described as an immediate and imminent threat to safety posed by the person(s) on or near the campus who are armed with weapons and intent on causing death or injury to students or staff. In these incidents, anyone witnessing the threat may order a lockdown by whatever means available. 911 should immediately be called, preferably by someone with knowledge of the incident. The caller should remain on the phone with the police if possible, to give updated information.

Safely locking down students and staff to keep the threat away is the first course of action, but alternatives such as running away from the danger to a safe area or enhancing door and window security by any method available are options to be considered while waiting for the arrival of law enforcement. The obligation and primary concern for school staff in an Active Assailant situation is to keep as many students and staff members as possible safe during the time it takes for law enforcement to arrive on scene and address the problem.

Once the situation is deemed safe by law enforcement, the principal again takes control of the school in the position of school Incident Commander. Unified Command is established, and communications are set up with the Superintendent to address issues such as student/parental reunification, relocation of students, school closure, and other issues related to the continuity of school operations.

Principal/Site Administrator Actions:
1. Remain calm. Do not confront the assailant(s).
2. Assess the situation:
a) Is the assailant in the school?
b) Has the assailant been identified?
c) Has the weapon been found and/or secured?
3. Depending on the situation, initiate LOCKDOWN or EVACUATION, as appropriate.
4. Call 911 or direct a staff member to do so. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g., LOCKDOWN). If the school is in lockdown, advise law enforcement where they should enter and have that entrance monitored by staff to let law enforcement into the school if it is safe to do so.
5. Initiate Incident Command and fill positions as needed as soon as the incident has stabilized, and it is safe to do so.
6. Identify command post location for the school. Law enforcement will probably set up their own command post in a separate location. Assist the police in entering the school and provide officers with critical information.
7. Ensure injured students and staff members receive medical attention.
8. If the assailant has left, secure all exterior doors to prevent re-entry.
9. If a firearm is known to exist and was left behind, do not touch it. Allow a law enforcement officer to take possession of the weapon.
10. Keep the crime scene secure.
11. Confer with the Superintendent to organize OFF-SITE EVACUATION or school closure if necessary. (Refer to Student/Parental Reunification Annex).
12. Isolate and separate witnesses.
13. Gather information for police about the incident and everyone involved with it:
a) Name of the suspect(s)
b) Location of shooting

c) Number and identification of casualties and injured
d) Current location of the shooter(s)
14. Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer (District Media Contact).
15. Prepare letters for students to take home to their families.
16. Arrange for immediate crisis counseling for students and staff.
17. Provide liaison for family members of injured students and staff members.
18. Debrief with staff and law enforcement officers.
19. Provide informational updates to staff, students, and their families during the following few days.

Staff Actions:
1. Remain calm.
2. Alert the principal/site administrator.
3. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Institute LOCKDOWN or EVACUATION, as appropriate.
4. Provide first aid for victims, if needed.
5. Account for all students if possible. Maintain order in the assembly area or shelter and await the arrival of law enforcement.
6. Assist police officers - provide identity, location, and description of individuals and weapons.

How to Respond When an Active Shooter is in Your Vicinity
Quickly determine the most reasonable way to protect your own life. Remember that students and visitors are likely to follow the lead of employees and managers during an active shooter situation.
1. Run/Evacuate If there is an accessible escape path, attempt to evacuate the premises.
Be sure to:
- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible

- Prevent individuals from entering an area where the active shooter may be located
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

2. Hide If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:
- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Do not trap yourself or restrict your options for movement
- To prevent an active shooter from entering your hiding place:

o Lock the door
o Blockade the door with heavy furniture

If the active shooter is nearby:
- Lock the door
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet
- Do not huddle in a large group; instead spread out throughout the room.

If evacuation and hiding out are not possible:

- Remain calm
- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

3. Fight/Counter. Act against the active shooter. As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions
- Find an object to use as a weapon such as a fire extinguisher or chair

How to Respond When Law Enforcement Arrives

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

How to React When Law Enforcement Arrives:

- Remain calm and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Always keep hands visible
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the
- direction from which officers are entering the premises

Information to Provide to Law Enforcement or 911 Operator:

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

Notes: The first officers to arrive at the scene will not stop to help injured persons. Expect rescue teams composed of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Explosion or Risk of Explosion

Explosion or Risk of Explosion
Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

Principal/Site Administrator:
1. Call 911 to notify emergency services or direct a staff member to immediately make the call. Determine whether site evacuation should be implemented. If so, sound a fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings, but others may be used for SHELTER IN PLACE.
2. An explosion outside of the building, (gas line, car bomb, etc.), may not necessitate an evacuation as evacuating could move students into a danger zone. Explosions have been used as distractions to get people into outside areas for further criminal acts, so if the location and source of the explosion is not immediately known, care should be taken prior to ordering an evacuation of school buildings. Secondary explosive devices placed in evacuation staging areas are an immediate concern if this is an Active Assailant or Terrorist related incident.
3. Secure area to prevent unauthorized access until the Fire Department arrives. Activate Incident Command and set up the Incident Command Post at a safe distance from the area of threat. Institute Unified Command when Emergency Services arrive.
4. Advise the District Superintendent of the incident and school status as soon as it is safe to do so.
5. Notify emergency response personnel of any missing students.
6. Notify utility company of breaks or suspected breaks in utility lines or pipes if necessary. Fire services may have already handled these types of notifications. Provide school name, address, location within the building, your name, and phone number if contacting utility companies directly.
7. Direct a systematic, rapid, and thorough approach to search the building and surrounding areas for any suspicious packages. If the school has been evacuated and emergency services are responding, there is no need for school staff to return to buildings to check them. Determine if Student Release should be implemented and coordinate with the Superintendent. If so, notify staff, students, and parents.
8. If the damage requires the school to be closed, notify parents and staff of school status and alternate sites for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities. Notifications should be coordinated with the Public Information Officer.

Staff Actions:
1. Initiate DROP, COVER, AND HOLD ON.
2. If an explosion occurred inside the school building, EVACUATE to the outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
3. Check to be sure all students have left the school site. Remain with students throughout the evacuation process.
4. Upon arrival at the assembly area, check attendance. Report status to site administrator immediately.
5. Render first aid as necessary.
6. Do not return to the building until the emergency response personnel determine it is safe to do so.
7. If an explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from the site of the explosion.

Disorderly Conduct

Disorderly Conduct
Criminal acts on campus may vary from theft to more serious felony crimes. LEUSDTVUSD should practice a mandatory reporting procedure for reporting crimes to police immediately upon becoming aware of them. Sexual assaults should be immediately reported to the police, but the victim should be interviewed by trained professionals and not school staff members.

Principal/Site Administrator Actions:
1. Notify police via 911 if an emergency response is needed.
2. Identify all parties involved (if possible). Identify witnesses, if any. Suspects and witnesses should not be interviewed if law enforcement is responding as this may hinder their investigation. Students may have Miranda Rights in some cases and only law enforcement can make those types of advice.
3. Preserve the crime scene. Except for rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
4. If an individual is armed with a weapon and it IS NOT AN ACTIVE ASSAILANT INCIDENT, extreme caution should be used, and law enforcement should be called via 911. Do not attempt to remove the weapon from the suspect's possession. Advise law enforcement of all information regarding the weapon and allow them to determine the proper way to handle the situation. If a suspect is in possession of a weapon inside of a classroom and is not threatening with it, (a reported gun or knife in a backpack for example), it may be safer to not approach them and not move into a lockdown until law enforcement arrives to determine the proper response. Placing the school into lockdown could create a hostage type situation inside of the classroom if the school is placed into lockdown prematurely. If the suspect is unaware the information about the weapon is known and is also unaware law enforcement is responding, he or she may not be a threat at that point. In all cases, if there is a threat being made with a weapon, the lockdown protocol should be initiated to isolate the suspect and ensure safety for as many students and staff members as possible.
5. If the incident involves a student, notify the parents or guardians.
6. Question the victim with another staff member present if necessary. As noted, questioning of a student suspected of a crime should be limited in scope if law enforcement is responding. Focus on basic information to determine if a crime has occurred and safety-related information until law enforcement arrives.
7. Let trained law enforcement personnel obtain specific details about the crime, following their student interview protocols.
8. Follow the district's mandatory law enforcement reporting protocols immediately or as soon as possible after a crime has been discovered.

Staff Actions for Crime Victims
1. Care for the victim. Provide any medical attention needed.
2. Preserve the crime scene. Except for rescue personnel, deny access to the immediate area until police arrive.
3. If a suspect is in custody, do not interview until police arrive unless there is a threat to life safety.
4. Make sure the incident is documented.

Fire in Surrounding Area

Fire in Surrounding Area
Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Principal/Site Administrator Actions:
1. Notify the Fire Department (call 911). Fire Department personnel will direct operations once on site.
2. Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with the school routine but remain in contact with the district office for status updates.
3. If necessary, begin evacuation of the school site to a previously identified safe site using a school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.
4. Initiate the Incident Command System and fill positions as needed while monitoring the situation.

Motor Vehicle Crash

School Bus Accident
1. Information about the accident with the bus number, the school involved, and location will be given to the affected school principal and request that he/she stand by in case assistance is needed.
2. The Transportation Department will initiate the procedure outlined below if students are transported to the hospital.

Morning Runs
1. If the accident involves injuries, Ask the 911 center to dispatch an ambulance.
2. If the bus is involved in a minor fender-bender ask all students if anyone is injured or has any pain.
3. If they report pain, request an ambulance from 911.
4. If no student reports being injured, and the bus is going into school, have the nurse check the students out upon arrival to school. e) School Principal/Staff contact all parents on the route to let them know that the bus was involved in a motor vehicle accident and their child's status.
5. If parents have, any questions feel free to contact the school or Transportation Department.

Afternoon Runs
1. If the accident happens on the way home, the same protocol is followed.
2. The exception is, that the School Nurse does not check out the students and parents are advised to contact their doctor if their child exhibits pain later in the evening.
3. If an accident happens between the time the bus departs the school up to 45 minutes later, School Principal/Staff contact all parents on the route to let them know that the bus was involved in a motor vehicle accident and their child status.
4. If an accident happens after the 45-minute period has elapsed, the Transportation Department will commence parental notification.

Psychological Trauma

In the aftermath of a traumatic event, as those affected begin to rebuild and recover, emotional and behavioral difficulties may begin to subside. However, many victims continue to suffer difficulties for several months. In addition, the challenges associated with returning to "normal" may create more anxiety and emotional difficulty.

Crisis Response meets the following needs of students in the face of traumatic events:
Help students return to a safe environment and calm routine; Re-establish the "social connectedness" of students with family, teachers, and peers; Minimize the negative effects of trauma; Support constructive coping behaviors and the natural resilience of students; Facilitate full student attendance and participation in the learning process.

Crisis usually produces one or more of the following conditions:
1. Temporary disruption of regular school functions and routines.
2. Significant interference with the ability of students and staff to focus on learning.
3. Physical and/or psychological injury to students and staff.
4. Concentrated attention from the community and news media.

As a result of a crisis, an entire school and community can be affected. For example, a depressed or suicidal person might need personal intervention services that can be provided by a single trained professional. However, an attempted or completed suicide by a student might potentially impact others and might require more of an organized effort. As a result of the crisis, people have a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, attention must turn to meet their emotional and psychological needs.

The principal, in conjunction with school and district personnel, must assess the range of crisis intervention services needed, and whether there is a need to provide direct intervention services and/or additional assistance from the local district office and related crisis personnel.

It is imperative to restore school functions as quickly and efficiently as possible, providing psychological and emotional needs have been taken care of.

Exposure to scenes of trauma, injury, and death must be limited.

The principal and related school personnel should provide an ongoing assessment of needs and follow-up services as required.

Unlawful Demonstration

Walkout demonstrations can occur in any school district and for a variety of reasons: in response to a local ordinance or school policy, the firing of a beloved coach or teacher, or even to effect a change in school rules. Walkouts at school are not limited to students; teachers and other school staff may also leave the school in protest, for example, relating to a labor strike.

1. Collect intelligence on upcoming events and important issues. This includes monitoring of commonly used student communication channels, such as social Web sites on the Internet (Myspace, Facebook), YouTube, and messaging and blogging sites; flyers posted and handed around school grounds; and the activities of student leaders. Once evidence of a planned student walkout has been identified, school district safety personnel should seek verification from school staff, taking care not to feed rumors but only to confirm the accuracy of information.

2. Begin planning response efforts immediately. After it is determined that a walkout event is scheduled, response planning efforts should begin immediately. Sometimes notice of an event is very short, such as when district officials learn that a permit to demonstrate was pulled by a certain activist group only one week before the designated demonstration date. Other times, a district can spend months planning for a walkout demonstration. As with any event, the more notice district staff must plan, the better.

3. Initiate prevention-mitigation strategies. This includes the implementation of several prevention-mitigation strategies to try and diffuse the walkout event before it even happens, including Creating an educational component around issues of concern.

- Giving students an alternate forum for political expression.
- Persuading students, it is not in their best interests to conduct a walkout.
- Scheduling an intervening event to distract or dissuade students from walking out.

4. Bring all relevant and interested parties to the planning table. While prevention-mitigation strategies are being implemented with the aim of diffusing the demonstration, walkout response planning should continue. Initial planning should include convening relevant district parties and community partners to determine how to coordinate response efforts. Planning partners may represent the following:

- Local emergency management agency
- District/school incident management teams School administration and teachers
- Student leaders
- Media
- Health departments
- Local businesses
- Law enforcement
- Public and school transportation systems (city transit, school bussing)
- City government

5. Create an event plan of action that clearly delineates the roles of all parties involved. Once all relevant parties convene, a plan of action is conceived that anticipates when the event will occur, what is expected to happen at the event, what the event will look like, and how to respond to it. Each representative agency or group is tasked with a specific role.

6. Disseminate information prior to the event on how to respond. Prior to the event, the EOC develops information about the demonstration and communicates the district's response plan to the following parties:

- Executive district staff and local superintendents, so they can support the efforts of the EOC and are aware of their role in response efforts.
- Parents and families can play a role in discussing the event with their child.

- School sites, so they can prepare for the event and designate school personnel with close connections to students and the culture of the school to accompany the students, should they walk out. The EOC provides a full package of directions and procedures for school administration and teachers to follow if student walkouts occur. On-site Response Designate specific roles and personnel to protect youths during the event.

These include:

- Operations coordinators, who monitor the status of the walkout event to try and determine how to best help the situation.
- Site supervisors, who stay with the students (and who also are tasked with trying to prevent the walkout before it happens); and Youth relations personnel, who are familiar with local districts and schools, have relationships with local businesses, and understand the community and culture, allowing them to help monitor and diffuse the situations students may encounter once they leave the school campus. These personnel also help to ensure accurate information about the event is communicated to the EOC. Once students begin to walk out of school, minimize potential flashpoints. If students walk out of school, it is important to limit the situations that could cause group excitement or increase the number of students who leave school. Consider the following ways to minimize these flashpoints. De-emphasize the rebellious nature of students' actions by acknowledging that protesting, or demonstrating, is within their constitutional right to freedom of speech. Although students are not to engage in activities that materially and substantially disrupt school or school activities, interpretation of the laws of the U.S. Constitution, California, and Temecula/Riverside County (including first amendment rights, the education code, penal code, and city ordinances) support the right of students to demonstrate based on their freedom of speech. However, laws-and their interpretation will differ by state or locale. Prohibiting students from walking out and responding to their actions with threats of truancy citations or arrest-tend to be more provocative than persuasive. Do not forcibly prevent students from leaving the school. Designate school personnel to accompany the students on their walkout route. School personnel who historically have a good relationship with students should be designated to accompany the students once they have left the school building.

These individuals can serve multiple roles:

- To facilitate assistance from law enforcement and first responders to students, when needed.
- As a communicator of status updates to the EOC (via radio, often).
- As an advocate for students, who will turn to this school personnel to help make decisions or communicate needs; and as someone who can help diffuse situations.

Look for opportunities to diffuse the walkout demonstration. For example, the on-site liaisons can try to identify the individual student(s) who appear to be the leaders of the march and attempt to talk to that individual, build a rapport, and come to some understanding. Ensure students are returned to school safely following the walkout event.

Recovery

After students are returned to the school site, attendance is taken and compared to the attendance from the beginning of the day, so it is known how many students left school, but did not return. Then, the school staff debriefs with the students. This is an opportunity for instructors to dialogue with students about the rights and wrongs of the situation and confer with them on whether there is a better way for their voice to be heard. Once again, the district relates to the students in a way that promotes the spirit of education and opportunity for students to express themselves-not punishment for their desire to be political.

Following the walkout demonstrations, the EOC and all the staff and personnel that were part of the planning process also participated in a debriefing to look at improving the management of such events. In the end, efforts to recover from the event can become lessons learned and translate into ways to help prevent or mitigate a similar event in the future.

Training and Drills

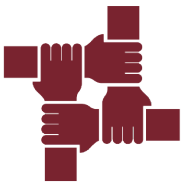
In accordance with laws, fire codes, and LEUSDTVUSD Board Policy, fire drills will be conducted once a month at elementary and middle schools and twice per school year at high schools. In addition, earthquake drop, and cover drills

and lockdown drills are recommended once per quarter in elementary schools and once per semester in secondary schools. All schools are required to have three lock down drills per year. All students and staff are required to participate in these mandated drills. A record of the drills will be maintained by the principal and a schedule will be done on an annual basis. Schools may perform more drills than the minimum required should the school administration wish to do so.

Staff assigned to the School Emergency Response Team (ERT), School Site Council, or School Safety Planning Committee should receive additional training related to their assigned emergency response function. These persons may be placed in an Incident Command System management position during a disaster or emergency based on their additional levels of training. This type of training will be provided or arranged for by the LEUSDTVUSD superintendent or designee. Updated training is recommended at least every two years.

Reunification

General



Double Gate System

The double-gated system is to be utilized when laying out the Student/Parent Reunification Site is depicted below.

- The parents or guardians picking up a student will report to the "Adult Report Point" at the upper right. Signs will be posted by the Student Family Reunification Team and Security Team Members will be stationed to assist parents or guardians in finding the “Adult Report Point." The arriving parents or guardians will be greeted by 2 or more members of the Student/Family Reunification Team who are working the report point. The Team Members will provide the parents or guardians a copy of the “Student Release Form" asking the parents or guardians to complete the first section.
- A Team Member will then confirm the identity of the parents or guardians utilizing a government issued picture identification (driver's license, military ID, passport, etc.) and confirm that the parents or guardians are listed on the emergency data card for the student as being authorized to pick up the student.
- A Team Member will then complete the second section of the "Student Release Form" and hand it to a Runner to be carried to the Student Holding Area. The parents or guardians will be asked to step around to the "Student Release Point" and wait for the Runner to return. [NOTE: The “Adult Reporting Point" and the "Student Release Point" may be consolidated if there are too few Student/Family Reunification Team Members to run both locations.)
- The Runner will deliver the "Student Release Form" to the 2 or more members of the Student Family Reunification Team who are working at the entrance to the "Student Holding Area." The Team Members will have the requested student report to them, if the requested student is present in the holding area.
- A Team Member will then record on a roster they maintain that the student has been released from the holding area, check off the "Sent with Runner' entry in the third section of the "Student Release Form" and send the student with a Runner to the "Student Release Point."

o If, however, the student was never at school that day (absent), is being attended to at the First Aid station, has been taken to the hospital, is not available for pickup due to some "other" situation, or is missing, the Team Member will make the appropriate entry in third section of the “Student Release Form" and enter comments to clarify the status. The Runner will deliver the "Student Release Form" to the "Student Release Point."

- When the Runner delivers the “Student Release Form" and the student (if available) to the 2 or more Student/Family Reunification Team Members at the "Student Release Point," the Team Members will call for the parents or guardians picking up the student. The parent's or guardian's identification will again be confirmed utilizing a government issued picture identification.
- The parents or guardians will then sign for the student and depart the area with the student. If, however, the parents or guardians must be notified that the student is not available for pickup, a Student/Family Reunification Team Member will escort the adult to the Notification Room, where the notification will be made privately based on the information provided in the third section of the "Student Release Form."
- The Team members in the Notification Room will be responsible for helping the adult and finding answers to the resulting questions.

Student/Parent Reunification

QUICK REFERENCE CHECKLIST

The reunification procedure is activated when an emergency incident necessitates an unexpected school closure. This process differs from a planned early release and the following procedure should be utilized:

- The principal or designee will act as the Incident Commander and activate the appropriate ICS positions.
- The principal may appoint an Operations Section Chief to oversee the tactical operations of the reunification.
- Unified Command will be set up with emergency services if they are on scene. The school Incident Commander will remain in charge of the reunification process. The school liaison officer will represent the school in the emergency services Incident Command Post.
- Area Command will be set up with the District Emergency Operations Center to allow communication between the school site and the Office of the Superintendent.

- Set up the student staging area, the parental check in point, and the student release point. Appoint a staff member to head the team at each of these locations.
- If an off-site reunification is required, the Logistics Chief will be responsible for arranging transportation of students and staff to that site.
- The school Public Information Officer will be responsible for method(s) of notifying parents the location of the reunification site.
- The principal or designee will respond to the parental check in point to remain available to greet parents and address any problems with the reunification.
- Office staff will bring all student release records and forms to the parental check in point.
- Once all students are accounted for, institute the “buddy classroom system” in the staging area to make more staff members available to assist with the reunification process.
- The staging area team will be responsible for all operations in the staging area. This includes overall safety and needs of students in the staging area.
- The Notification Room, if needed, will be set up and staffed by school counselors. If all students are safely accounted for and the Notification Room is not needed.
- Any students not able to be picked up by a parent or guardian within a reasonable amount of time will be moved to a centralized area to await pick up. This move will be coordinated through the District Emergency Operations Center.

Reunification Procedures

Traffic Control

Maintaining the Procedures

Things to Remember

Bomb Threat Procedures and Checklist – DHS

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**** Refer to your local bomb threat emergency response plan for evacuation criteria***

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov

Homeland Security

2014

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ **Female**
- ☐ **Male**
- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds

- ☐ Animal noises
- ☐ House noises
- ☐ Kitchen noises
- ☐ Street noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long Distance

Other Information:

Threat Language

- ☐ Incoherent
- ☐ Message read
- ☐ Taped message
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Earthquake

Duck, Cover, and Hold



Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks. The major threat of injury during an earthquake is from falling objects, glass shards, and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions, and shelves and take the best available cover under a sturdy desk or table, in a doorway, or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Description of Action

If inside

Inside Building

Principal/Site Administrator Actions:

1. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
2. Evacuation may not be necessary for a minor earthquake. If evacuation is ordered, follow procedure and check accountability of students and staff.
3. Send a search and rescue team to look for missing or trapped students and staff.
4. Post guards a safe distance away from building entrances to assure no one re-enters.
5. Notify the District Office of school and personnel status. Determine who will inform the public information media as appropriate.
6. Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector.
7. Contact the superintendent to determine whether to close the school. If school must be closed, notify staff members, students, and parents.

Staff Actions:

1. Give DROP, COVER, and HOLD commands. Instruct students to move away from windows, bookshelves, and heavy suspended light fixtures. Get under a table or other sturdy furniture with back to windows.
2. Check for injuries and render First Aid.
3. After shaking stops, evacuate the building if ordered. If there is structural damage, staff may initiate evacuation without an order being given. The principal should be advised.
4. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
5. Check attendance at the assembly area. Report any missing students to the principal/site administrator.
6. Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
7. Stay alert for aftershocks
8. Do NOT re-enter the building until it is determined to be safe.

If outside

Outside Building

Staff Actions:

1. Move students away from buildings, trees, overhead wires, and poles. Get under a table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind the neck, bury face in arms, make the body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold overhead for added protection. Maintain position until shaking stops.
2. After shaking stops, check for injuries, and render first aid.

3. Check attendance. Report any missing students to the principal/site administrator.
4. Stay alert for aftershocks.
5. Keep a safe distance from any downed power lines.
6. Do NOT re-enter the building until it is determined to be safe.
7. Follow the instructions of the principal/site administrator.

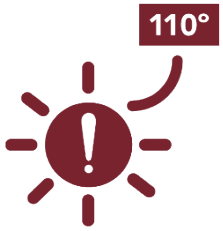
During Non-School hours
Principal/Site Administrator Actions:
1. If on the scene, inspect school buildings with the Maintenance/Building and Grounds Manager to assess the damage and determine corrective actions.
2. If not on the scene, do not report to the school without first checking with the District Office.
3. Confer with the District Superintendent if damage is apparent to determine the advisability of closing the school.
4. Notify the fire department and utility company of suspected breaks in utility lines or pipes.
5. If school must be closed, notify staff members, students, and parents. Arrange for alternative learning arrangements such as portable classrooms if damage is significant and school closing will be of some duration.
6. Notify the District Office, who will inform the public information media as appropriate.

Procedures

During Non-Operating Hours

Extreme Heat and Unhealthy Air Quality

Purpose



Actions

Emergency Response - Air Pollution
Severe air pollution, often due to smoke from fires or dust storms, may affect students and staff who are susceptible to respiratory problems. Air quality alerts are often issued during these incidents. Should an alert be issued, preparations should be made to address this pre-incident if possible.

Principal/Site Administrator Actions:
1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day. HIPPA guidelines must be followed when identifying students or staff with respiratory problems.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
3. When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
1. Cancel all athletic competitions and practices and any other activities that require strenuous physical activity.
2. Instruct employees to minimize strenuous physical activity.
3. Cancel any events that require the use of vehicles.
4. Urge staff and high school students to minimize the use of vehicles.

Staff Actions:
1. Remain indoors with students.
2. Minimize physical activity.
3. Keep windows and doors closed.
4. Resume normal activities after the All-Clear signal is given.

District Activities and What To Do During Extreme Heat Conditions.

Power and Utility Failure



Loss or Failure of Utilities
Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

Principal/Site Administrator:
1. 1.Notify the utility company and District Maintenance. Provide the following information:
a. Affected areas of the school site
b. Type of problem or outage
c. Expected duration of the outage, if known.
2. Determine the length of time service will be interrupted.
3. Determine the desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
4. If a disruption in service will severely hamper school operation, notify students and staff by appropriate means.
5. Use messengers with the oral or written words as an alternate means of faculty notification.
6. Notify the District Office and the Office of the Superintendent of loss of service.
7. Implement a plan to provide services without utilities or with alternate utilities.
8. During a large-scale power outage, the District Emergency Operations Center may be activated. Principals should coordinate actions through the EOC Director to ensure effective communications and response efforts.

Protect Students And Staff During A Power Outage

Electrical Systems

Backup Supplies and Other Resources

Survive During

Power Restoration

Transportation Incident (Air, Sea, Land)

Background



Air Transport

Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill, or utility interruption.

Aircraft Crashes into the School

Staff Actions:

1. Notify the Principal and alert emergency responders to 911 as soon as it is safe to do so.
2. Move students away from the immediate vicinity of the crash.
3. EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
4. Check the school site to assure that all students have evacuated.
5. Take attendance at the assembly area.
6. Report missing students to the Principal /designee and emergency response personnel.
7. Maintain control of the students at a safe distance from the crash site.
8. Care for the injured, if any.
9. Escort students back to the school site when emergency response officials have determined it is safe to return to the building.
10. Determine if parental reunification or controlled release is needed.

Principal/Site Administrator Actions:

1. Notify the police and fire department (call 911).
2. Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION, or DIRECTED TRANSPORTATION.
3. Notify the District Superintendent, who will contact the Riverside County Office of Education.
4. Set up incident Command at the site and initiate Unified Command with responding agencies.
5. Arrange for first aid treatment and removal of injured occupants from the building.
6. Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
7. Account for all building occupants and determine the extent of injuries.
8. Do not re-enter the building until the authorities provide clearance to do so.

Aircraft Crashes Near School

Staff Actions:

1. Notify the Principal.
2. Move students away from the immediate vicinity of the crash.
3. Remain inside with students unless subsequent explosions or fire endanger the building.

Principal/Site Administrator Actions:

1. Notify the police and fire department (call 911).
2. Set up Incident Command and initiate Unified Command with responding agencies if needed.
3. Initiate SHELTER IN PLACE, if warranted.
4. Ensure students and staff outside are directed to designated areas until further instructions are received.
5. Ensure that students and staff remain at a safe distance from the crash.
6. Notify District Superintendent.

7. Fire department officials will secure the area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so. This may affect student pick up, so prepare for parental communication.
8. Determine if parental reunification or early release is needed.

Marine Transport

Surface Transport

Vulnerability

Areas More Prone to Aviation Accidents

Consequences