Margaret Landell Elementary School

Comprehensive School Safety Plan
2026/27

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School Site Council Approval Date: 05/20/2026

Preface

California law (Education Code 35294.6) requires each school to maintain a Comprehensive School Safety Plan relevant to the needs and resources of the school. A comprehensive safety plan ensures a coordinated approach to school safety.

In addition to districtwide policies, procedures, emergency protocols, and safety initiatives, site-specific procedures and resources are put in place to address the unique needs of the school.

Education Code 32282 requires that the Comprehensive School Safety Plan also include an assessment of the current status of school crime. It must also contain 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.

NOTE: Some elements of the Comprehensive School Safety Plan are confidential and are not available to the public. This includes student or staff personal data, tactical response procedures or strategies, building infrastructure or asset information, and sensitive emergency contact information.

Following any emergency, notify the Superintendent's office: (714) 220-6911

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SECTION 1: Overview

Introduction

This school is governed by the policies and procedures of the Cypress School District. The district has an obligation to provide a safe and secure environment for all students and staff. Therefore, it is necessary to have plans that, to the maximum extent possible, place the district and its schools in a state of preparedness.

Emergency Contacts

School Site

Vanessa Freedman, Principal ..... (714) 220-6980

Building & After-Hours Emergency Contact

Teresa Lennox, Director (714) 220-6951
Maintenance/Operations, Transportation, & Technology (MOTT) or (657) 337-6633

Emergency Services

Emergency – Police/Sheriff/Paramedics 911
Non-Emergency Cypress Police Department ..... (714) 229-6600
Non-Emergency La Palma Police Department ..... (714) 690-3370
District Nurse ..... (714) 220-6923 or (714) 220-6753
American Red Cross ..... (714) 481-5300
National Suicide Prevention 24/7 Hotline ..... (800) 273-8255
Suicide and Crisis Lifeline 988

Cypress School District Personnel

Superintendent ..... (714) 220-6910
Assistant Superintendent, Business Services ..... (714) 220-6941
Executive Director, Human Resources/Induction ..... (714) 220-6913

Authorities and References

California Government Code Sections 8550-8669.7 – California Emergency Services Act
The California Emergency Services Act provides the basic authorities for conducting emergency operations following the proclamation of a local emergency, state of emergency, or state of war emergency by the governor and/or appropriate local authorities.

California Government Code Section 3100-3109 – Disaster Service Workers
Public employees are disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employee" includes all persons employed by the state or any county, city, city and county, state agency, or public district, excluding a person who is legally employed but who is not a citizen or national of the United States.

The law applies to public school employees in the following cases: (1) when a local emergency is proclaimed, (2) when a state of emergency is proclaimed, or (3) when a federal disaster declaration is made.

As disaster service workers, public school employees may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

These circumstances apply only when a local or state emergency is declared. The school district is required to be prepared to respond to emergencies using the state's Standardized Emergency Management System (SEMS).

Health and Safety Code 1799.102 – Liability Limitation
The state's "Good Samaritan Law" limits liability for those providing emergency care at the scene of an emergency. Health and Safety Code states, "No person who in good faith, and not for compensation, renders emergency medical or nonmedical care at the scene of an emergency shall be liable for any civil damages resulting from any act or omission."

State & School Levels of Response

Response levels are used to describe the type of event, the area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the school district. Response levels are closely tied to emergency proclamations issued by the government.

Response Level 0 - Readiness and Routine Phase
Ongoing routine response by the school district to daily emergencies or incidents. Standby and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency
A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident (e.g., gas leak, sewer backup, assault, bomb threat, toxic spill, medical emergency, shooting) occurs. A Level 3 response requires school/site coordinators to implement guidelines contained within this document and interact with public agencies.

Response Level 2 - Local Disaster
A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional or even statewide basis with local police and fire departments working in concert with the school district to respond. The affected cities and the county will proclaim a local emergency, and the state may also declare a state of emergency.

Response Level 1 - Major Disaster
Resources in or near the impacted area(s) are overwhelmed and extensive state and federal resources are required. The affected cities and the county will proclaim a local emergency, and the state will declare a state of emergency. A presidential declaration of an emergency or major disaster may be requested by the state. When local jurisdictions declare a state of emergency, the district's Board of Trustees can declare the same.

Staff Training

Staff training is essential for a school to execute its safety plan effectively. Training must extend beyond awareness and basic theory and provide staff with opportunities to hone their skills – both physical and decision-making – through practical application and experiential learning. It is mandatory for all staff to participate in training as it relates to the Comprehensive School Safety Plan.

Training is provided to staff through a variety of methods, including the following:

- Staff meetings
- Monthly drills
- Online Modules
- Safety presentations
- Districtwide professional development

School Safety Planning Committee

In accordance with Education Code 32281, the School Site Council has delegated responsibility for developing the Comprehensive School Safety Plan to the School Safety Planning Committee. The committee is comprised of the school principal, one certificated employee, one classified employee, and one parent. Additional members may be appointed by the school principal.

School Safety Planning Committee Members

The 2025/26 School Safety Planning Committee members listed below met on the following dates to review, update, and approve the 2026/27 Comprehensive School Safety Plan.

Name:	Position
Vanessa Freedman	Principal
Sabrina Lopez	ACT Certificated Representative
Mary Hein	CSEA Classified Representative
Monika Shah	Parent

Additional Members:

Sean Kennedy – Teacher	Dana Gonzalez – Teacher
Brittney Cook – Parent	Ali Qureshi – Parent
Reshma Shah – Parent	Lu Zhu - Parent

Meeting Dates:

October 22, 2025	January 29, 2026
March 11, 2026	May 20, 2026

Local Fire and Law enforcement agencies were consulted on the writing, development, revisions, or amendments of the Comprehensive School Safety Plan

Comprehensive School Safety Plan Certification

This document was developed and approved using a collaborative process respectful of representation from all stakeholder groups.

Name	Position	Signature
Vanessa Freedman	Principal	
Sabrina Lopez	ACT Cert Rep	Sabrina Lopez
Mary Hein	CSEA Class Rep	
Monika Shah	Parent	

SECTION 2: Annual School Safety Goals

School Climate

Current School Data

Data Source	2023/24	2024/25	2025/26
Suspensions (Number of Incidents)	0	0	1
Violence	0	0	0
Tobacco	0	0	0
Drugs/Alcohol	0	0	0
Weapon	0	0	0
Expulsions (Number of Incidents)	0	0	0
Attendance (Chronic Absenteeism Rate)	3.71%	4.30%	3.37

Assessment

Margaret Landell Elementary School enjoys a high level of safety, minimal student discipline concerns, and supportive families who value education and ensure regular school attendance.

The data shows that Landell had one suspension during the 2025/26 school year. The staff and principal counsel students, work diligently with parents and students to teach problem-solving skills, and provide interventions before using suspension.

Attendance data also demonstrates consistency in students attending school regularly. School staff continues to encourage attendance with phone calls, letters, conferences, and newsletter articles.

Social Climate Goals

<u>Goal 1</u>: Margaret Landell Elementary School maintains a positive environment where students are safe and feel comfortable in challenging themselves to learn and grow.

<u>Objective</u>: Schoolwide positive behavior will be promoted and supported through our PAWS PBIS strategies.

Activities:		**Persons(s) Responsible:**
1	Continue refining and implementing the Landell Staff Handbook, which outlines school expectations and Tier 1, Tier 2, and Tier 3 supports, including both behavioral supports and targeted interventions aligned with PBIS strategies.	Principal Staff School Leadership/PBIS Team
2	Continue development of the Landell Family Handbook, which outlines school expectations and Tier 1, Tier 2, and Tier 3 supports aligned with PBIS strategies. The handbook has been drafted and will be finalized and shared at the beginning of the school year.	Principal Staff School Leadership/PBIS Team
3	Create an engaging, short PBIS presentation video and share as an ongoing resource, allowing families to review expectations and supports at their convenience.	Principal Staff School Leadership/PBIS Team
4	Continue implementing a weekly PBIS focus that is responsive to real-time needs identified by staff, ensuring that behavior expectations are explicitly taught and reinforced. The weekly PBIS focus will also be included in the principal's weekly newsletter to keep families informed and provide opportunities for reinforcement at home.	Principal Staff School Leadership/PBIS Team
5	Continue refining PBIS incentives to ensure both tangible rewards and experiential opportunities remain meaningful and motivating for students.	Principal Staff School Leadership/PBIS Team

<u>Goal 2</u>: Margaret Landell Elementary School fosters a culture of respect and empathy among students and staff to reduce incidents of bullying, cyberbullying, and harassment.

<u>Objective</u>: Educate students on the harmful effects of bullying, cyberbullying, and harassment.

Activities:		**Persons(s) Responsible:**
1	Continue implementing schoolwide assemblies and themed kindness weeks that promote positive behavior, mental health awareness, and strategies to address and prevent bullying.	Principal Staff School Leadership/PBIS Team
2	Continue expanding the impact of the Landell Kindness Challenge Week by extending opportunities for kindness-focused activities throughout the school year. The Kindness Crew will be comprised of upper elementary students, staff members, the principal, and a parent representative.	Principal Staff School Leadership/PBIS Team PTA Chairperson
3	Continue supporting families by providing accessible online resources focused on digital citizenship, online safety, and the prevention of cyberbullying. There will be an emphasis of using technology with greater intentionality to enhance the instructional program.	Principal Staff

Physical Environment Goals

<u>Goal 1</u>: Create a safe and well-maintained environment for students to learn and play.

<u>Objective</u>: Educate staff and families on safe measures for arrival and dismissal from school.

Activities:		**Persons(s) Responsible:**
1	Ongoing efforts include developing and distributing informational materials, such as a banner and flyers shared through social media and the school newsletter, to reinforce safe parking lot practices. To further support clear and consistent communication, an updated safety video will be created and shared with families during Back to School Night presentations by classroom teachers.	Principal Staff
2	Ongoing communication includes reminders and practical tips to promote parking lot safety. Families are encouraged to walk to school when possible or park in the surrounding neighborhood while following all traffic laws, allowing time to walk students onto campus and meet them at dismissal.	Principal Staff
3	To promote healthy habits and reduce traffic congestion, Walk to School Wednesdays will be implemented, with monthly raffles to encourage student participation. In addition, staff will receive updated training on parking lot supervision procedures to improve traffic flow, minimize congestion, and ensure student safety.	Principal Staff Community MOTT

<u>Goal 2</u>: Ensure that all staff members and emergency response teams are trained for emergencies.

<u>Objective</u>: Implement updated school disaster plan and safety protocols.

Activities:		**Persons(s) Responsible:**
1	Continue refining and updating the site emergency response plan to ensure alignment with the Comprehensive School Safety Plan, as well as district plans, policies, and guidelines. Collaborate with the Cypress Police Department to review procedures and strengthen the overall effectiveness of Landell's safety protocols.	Principal Staff MOTT
2	Hold regular monthly safety discussions and staff trainings to ensure continued familiarity and readiness for the Incident Command System (ICS). Staff will also actively practice assigned roles and accompanying responsibilities during site drills to reinforce implementation.	Principal Staff MOTT
3	Increase staff awareness and understanding of individual student health plans and the appropriate responses required to support student safety. As new students enroll, the school team—including the principal, teacher, school administrative secretary, health assistant, district nurse, and parents—works collaboratively to review and understand each student's specific health needs. Particular attention is given to identifying food allergies and ensuring that appropriate lunch procedures are consistently implemented to maintain a safe environment for all students.	Principal Staff Ed Services/District Nurse

SECTION 3: Policies and Procedures

Standards of Conduct and Discipline

All students have the right to be educated in a safe and 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, at school activities, going to or leaving school, or using district transportation.

Each school develops standards of conduct and discipline consistent with Board Policies and Administrative Regulations.

Employees are expected to enforce standards of conduct by appropriately intervening or seeking assistance when violations are observed and notifying a supervisor or principal as necessary.

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. Local law enforcement shall be notified as appropriate.

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

Parents/guardians and students shall be notified of district and school site rules pertaining to student discipline at the beginning of the first trimester or at the time of enrollment for students who enroll thereafter. The school discipline policy shall be reviewed annually with input from site administrators, staff, students, and parents/guardians.

Suspension and Expulsion

Per Education Code 48900(s) and Board Policy 5144.1, except when otherwise permitted by law, a student may not be suspended or expelled for any of the acts listed in Education Code 48900 unless that act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. When other means of correction are used, the documentation shall be placed in the student's record, which may be accessed pursuant to Education Code 49069.7. However, a student, including those with exceptional needs, may be suspended upon a first offense if the principal or superintendent determines that the student violated subdivision (a), (b), (c), (d), or (e) of Education Code 48900 or that the student's presence would cause a danger to others.

Other means of correction include, but are not limited to, the following:

- A conference between school personnel, the parent/guardian, and the student
- Enrollment in a program for teaching prosocial behavior or anger management
- Participation in a restorative justice program
- A positive behavior support approach with tiered interventions that occur on campus during the school day

- After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
- Community service with parent/guardian consent
- Referral to a school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling
- Study teams that assess the behavior and develop and implement individualized plans to address the behavior in partnership with the student and the parent/guardian
- Referral for a comprehensive assessment, including for purposes of creating an individualized education program or Section 504 plan

Notification when Immigration Enforcement is Confirmed on the School Site (SB 98: SAFE Act)

Definition of Immigration Enforcement
For the purposes of this plan, "immigration enforcement" includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law.

Criminal Immigration Enforcement
The definition also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

Confirmation Protocol
The Principal or designated site administrator is responsible for confirming the presence of immigration enforcement on the school site.

If any staff member becomes aware of individuals claiming to be immigration enforcement personnel on or near the school site, the staff member shall immediately notify the Principal or designee. Staff members shall not engage in verification or provide assistance beyond notifying site administration.
The Principal or designee shall confirm the presence of immigration enforcement by requesting and reviewing valid official identification and any judicial warrant, subpoena, or court order, as applicable and consistent with district policy and legal requirements.

Upon confirmation, the Principal or designee shall immediately notify the Superintendent or designated district administrator to initiate district-level response and notification procedures. The Principal or designee shall document the date, time, location, and nature of the interaction for district records.
Confirmation of immigration enforcement presence on the school site shall trigger the district's notification procedures in accordance with SB 98 (Safe Act) and applicable state and federal law.

Required Notification Recipients
Notification shall be issued to the following groups once immigration enforcement presence is confirmed, as appropriate and consistent with safety considerations:

- Parents and guardians of all students
- Teachers
- School administrators
- School personnel

Notifications shall not include any personally identifiable information (PII) regarding students, families, or individuals involved.

Notification Timing

Notification shall be issued as soon as safely possible following confirmation of immigration enforcement presence on the school site. The timing of notification shall prioritize student and staff safety, minimize disruption, and avoid unnecessary alarm, while ensuring timely communication with parents, guardians, and school personnel.

Safety and Well-being Standard

The content and timing of notifications shall prioritize the safety, well-being, and emotional security of students, staff, and the school community. Notifications shall be written in clear, neutral language and designed to inform without creating fear, confusion, or unnecessary disruption to the instructional environment. The district shall consider the developmental level of students, the school context, and any immediate safety concerns when determining the scope and timing of communication.

Privacy Constraint

Notifications shall not include any personally identifiable information (PII) related to students, families, staff, or other individuals. This includes, but is not limited to, names, immigration status, student records, or any information that could reasonably identify or single out individuals or groups. All communications shall comply with applicable state and federal privacy and confidentiality laws.

Notifications Methods

Secure, district-approved communication systems shall be used to provide notification and allow for two-way communication with required recipients. Methods may include email, school or district communication portals, automated messaging systems, or other secure platforms routinely used by the school site.

Communication systems shall be maintained and monitored to ensure accuracy of contact information and reliability of delivery, and access to these systems shall be limited to authorized personnel.

Resource Provision

Notifications may include links or references to additional resources for students and families, including information regarding educational rights, state laws protecting student and family privacy and confidentiality, and available school- or district-based counseling and support services. Resources shall be provided in a manner that is supportive, accessible, and consistent with district policies and adopted model practices.

Safe Schools Act Staff Notification

Per Education Code 49079, the district shall inform the teacher of each student who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions of Education Code 48900, unless the act was done under Section 48900 (h), 48900.2, 48900.3, 48900.4, or 48900.7.

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

Principals will provide an annual Disruptive Student Behavior Roster informing teachers of students in their class who have engaged in or are suspected to have engaged in violation of the Education Code sections identified above. After reviewing the roster, teachers will be required to sign a Confidential Notice Regarding Disruptive Student Behavior form and return it to the principal. These documents must be kept in a locked cabinet at the

school site. The principal must sign the Disruptive Student Behavior Principal Certification and forward it to the Executive Director, Educational Services.

The Disruptive Student Behavior Principal Certification verifies that the principal has:

- received the annual teacher notification of disruptive student behavior at their school
- shared this information with each applicable teacher
- received the signed Confidential Notice Regarding Disruptive Student Behavior form back from each applicable teacher
- stored the signed confidential notices and Disruptive Student Behavior Rosters in a locked location

In addition, the Aeries Student Information System tracks a student's Safe Schools Act (SSA) date. This SSA information remains for three years, per Education Code, and follows the student until that offense has expired.

Bullying

California Education Code 48900 (r) defines bullying as "any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property. (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health. (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance. (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school."

Consistent with state and federal laws, the district believes every child is entitled to a safe school environment free from bullying. Staff recognizes the harmful effects of bullying on student well-being, learning, and attendance and strives to provide a safe school environment that protects students from physical and emotional harm.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in Administrative Regulation 1312.3. If, during the investigation, it is determined that a complaint involves nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel or retaliate against them for filing a complaint or participating in the complaint resolution process. (Board Policy 5131.2.)

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

The parents/guardians of the victims and perpetrators will be contacted by the school principal concerning all instances of bullying, and law enforcement may be notified, as appropriate.

A victim, witness, perpetrator, or other student affected by an act of bullying may be referred to a school psychologist, social worker, school nurse, or other support staff for case management, counseling, and/or participation in a restorative justice program as appropriate. Individual safety plans will be developed for both the victims and the perpetrators of bullying.

School personnel who witness an act of discrimination, harassment, intimidation, or bullying shall take immediate steps to intervene when safe to do so, per Education Code section 234.1(b)(1).

Employees are trained annually on bullying and cyberbullying reporting and prevention.

Dress and Grooming

Appropriate dress and grooming contribute to a productive learning environment. Students should wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size. The district's dress code is further delineated in Board Policy 5132, Dress and Grooming.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

(a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.

(b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.

(c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.

(d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

The district designates the following individual to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under Administrative Regulation 1312.3 - Uniform Complaint Procedures.

Executive Director
Human Resources
5816 Corporate Avenue, Suite 100
Cypress, CA 90630
(714) 220-6900

Complaint Procedure

Any employee or student may have a claim of harassment even if he or she has not lost a job, economic benefit, or academic benefit, in the case of students. The law prohibits any form of harassment that impairs an employee or student's working ability or emotional well-being at work or school.

Employees and students have the right of redress for unlawful harassment. In order to secure this right, individuals must submit a complaint, preferably, but not necessarily, in writing, to their own or any other supervisor, the districts' Executive Director of Human Resources, the Superintendent, or in the case of students, to the school principal as soon as possible but at least within six months of the date the alleged incident occurred or within six months of the date the employee or student first obtained knowledge regarding the alleged incident. The complaint should include the details of the incident or incidents, the names of the individuals involved, and the names of any witnesses. Complaint forms are on the district website (www.cypsd.org) under District>Complaints.

Staff-to-Staff, Staff-to-Student, or Student-to-Staff Complaint
A staff-to-staff, staff-to-student, or student-to-staff sexual harassment complaint will be referred to the district's Executive Director of Human Resources, along with the original copy of the complaint form. The complaint will be kept highly confidential.

Student-to-Student Complaint
This type of complaint will be handled by the site administrator or designee, following the district's guidelines on handling a sexual harassment complaint. The original copy of the complaint and disposition shall be forwarded to the Educational Services department.

Knowledge of Student-to-Student or Staff-to-Student Sexual Harassment
Staff having knowledge of any alleged sexual harassment activity will report that information to the site administrator. It is the site administrator's responsibility to make sure that the proper process is used to respond to the complaint in accordance with Board Policies and Administrative Regulations.

Mandated Reporting

Mandated child abuse reporting is governed by Penal Code 11164, the Child Abuse and Neglect Reporting Act. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Definition of Child Abuse
Child abuse means a physical injury that is intentionally inflicted on a child by another person; the sexual abuse, assault, or exploitation of a child; the negligent treatment or maltreatment of a child by a person responsible for the child's welfare; or the willful harming or endangerment of a child, any cruel or inhumane corporal punishment, or any injury resulting in a traumatic condition.
The following are not considered child abuse:

- Mutual fighting between minors
- Injury caused by reasonable and necessary force used by a peace officer
- Physical contact to quell a disturbance threatening injury to a person or damage property
- Physical contact to prevent physical injury to another person or damage to property
- Physical contact for the purposes of self-defense
- Physical contact to obtain weapons or other dangerous objects within the control of a child
- Physical contact to apprehend an escapee

Reporting Child Abuse
Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall file a report with a child protective agency by telephone and in writing. The telephone call must be made immediately or as soon as possible to Child Protective Services (714) 940-1000 or (800) 207-4464 AND a written report must be sent within 36 hours of the telephone call.

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and have joint knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so shall thereafter make such a report.

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor.

Mandated reporters are provided with immunity from civil or criminal liability as a result of making a report of child abuse.

Sexual Activity

Child abuse laws are subject to change. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school principal to determine if specific provisions under this section are current and in effect.

Involuntary sexual activity is always reportable.

Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children, ancestors and descendants of every degree, siblings of half or whole blood, or uncles or aunts and nieces or nephews.

Voluntary sexual activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances under which the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, and must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity

Child Under 18 Years of Age

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

Child Under 14 Years of Age

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

Not Reportable Sexual Activity

Child Under 14 years of Age

- Partner is younger than 14 years old and of similar chronological or maturational age.
- Sexual behavior is voluntary and consensual.
- There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Mandated reports of sexual activity must be reported to Child Protective Services. The information will also be cross-reported to the appropriate police agency.

Child Protective Services: (714) 940-1000 or (800) 207-4464

Firearms/Weapons on Campus

California's Gun-Free School Zone Act prohibits a person from possession or discharging of a firearm in a school zone, which is defined as the area within 1,000 feet of any public or private school grounds. A firearm is defined by Penal Code 16520 as any device, designed to be used as a weapon, from which is expelled through a barrel, a projectile by the force of any explosion or another form of combustion. Per Board Policy 3515.7, students are not allowed to have firearms or weapons on campus.

Any individual who meets the requirements of an exception to the Gun-Free School Zone Act is required to communicate with the school principal prior to coming on campus.

SECTION 4: Incident Response Procedures

On-Campus Evacuation/Assembly Location

Evacuation maps are posted in every classroom and in the main office at each school site.

Procedures for Safe Ingress and Egress

The school map identifies evacuation areas and ingress/egress routes.

Assistance for Those with Disabilities During an Evacuation

Under the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired, and/or cognitively/emotionally impaired must be assisted.

Individuals with Visual Impairment

- Announce the type of emergency
- Offer your arm for guidance
- Tell person where you are going and obstacles you encounter
- When you reach safety, ask if further help is needed

Individuals with Hearing Limitations

- Turn lights on/off to gain person's attention
- Provide directions through gestures, sign language, communication device, or writing a note

Individuals using Crutches, Canes, or Walkers

- Evacuate these individuals as injured persons utilizing a sturdy chair, assisting their movement, or carrying the individual to safety

Individuals Using Wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Reunite person with the wheelchair as soon as it is safe to do so

A school employee, a student's parent/guardian or educational rights holder, or a student, can bring concerns about an individual student's ability to access the disaster safety procedures described in this plan to the principal for further clarification or assistance.

Tactical Response

In the event of an emergency, the school will implement tactical response procedures designed to protect students, staff, and visitors while stabilizing the incident. These procedures may include actions such as lockdown, shelter-in-place, or evacuation, depending on the nature of the situation. Staff will coordinate with local law enforcement, fire, and emergency medical services when necessary. Tactical responses focus on quickly securing the campus, accounting for all students and personnel, providing medical assistance when needed, and maintaining clear communication with district administration and emergency responders. All actions are guided by established district emergency protocols and are practiced regularly through drills to ensure staff and students are prepared to respond safely and effectively.

Drills

Fire/evacuation drills are held monthly. Earthquake and lockdown drills are held at least two times a year. One lockdown drill is held each year in coordination with local law enforcement. The school principal/designee must submit an annual drill report to the MOTT department by June 30.

Emergency Procedures

Fire/Evacuation Order

1. Staff and students will quickly leave the building in an orderly manner. Staff will ascertain that no student remains in the building. Doors should be closed but not locked upon exit.
2. Staff will complete an accountability report to identify any students or staff who are missing or injured.
3. Staff will provide the accountability report to the designated site communication liaison.
4. Staff will display the appropriate red/green cards for quick visibility and assessment for classrooms. A red card indicates a missing or injured individual from that classroom. A green card indicates all individuals from that classroom are accounted for and there are no major injuries.
5. The designated site communication liaison will cross reference the accountability reports and provide information to the incident commander to deploy appropriate teams as needed.
6. Upon sounding the all clear, staff and students will return to their appropriate classrooms or a reunification process will occur, if needed.

Earthquake

If Inside

1. At the first indication of an earthquake, staff will direct students to “Drop, Cover, and Hold On.” Students in a restroom or location with no staff present to provide direction should follow the same steps.
   - ***Drop*** down on the floor.
   - Take ***cover*** under a sturdy desk, table, or other furniture with back to the windows. Protect head and neck with arms.
   - ***Hold*** onto the furniture and be prepared to move with it. Stay in this position until shaking stops.
2. Once earthquake movement has ceased, staff or a student (in event staff member is incapacitated) will assess whether it is safe to evacuate or remain for further instructions or assistance.
3. If safe to evacuate, staff and students will quickly leave the building in an orderly manner. Staff will ascertain that no student remains in the building. Doors should be left open upon exit.
4. Staff will complete an accountability report to identify any students or staff who are missing or injured.
5. Staff will provide the accountability report to the designated site communication liaison or the designated incident response team once evacuated.

7. Staff will display the appropriate red/green cards for quick visibility and assessment for classrooms. A red card indicates a missing or injured individual from that classroom. A green card indicates all individuals from that classroom are accounted for and there are no major injuries.
6. The designated site communication liaison will cross reference the accountability reports and provide information to incident commander to deploy appropriate teams as needed.
7. Upon sounding the all clear, staff and students will return to their appropriate classrooms or a reunification process will occur, if needed.

<u>If Outside</u>
1. At the first indication of an earthquake, students will be directed to move away from overhead hazards such as power lines, trees, and buildings.
2. Staff and/or students will ***drop*** to the ground and ***cover*** the back of the neck with their hands.
3. Once earthquake movement has ceased, staff and/or students will relocate to the designated area to join the class. If the whole class was outside, relocate to the designated outside area and begin the accountability steps listed above (Steps 4-7).
4. Upon sounding the all clear, staff and students will return to their appropriate classrooms or a reunification process will occur, if needed.

<u>If on a Bus</u>
1. The driver will pull over to the side of the road and stop.
2. When the ground movement stops, the driver will check for injuries. The bus driver is legally responsible for the welfare of student riders.
3. The driver will radio to Dispatch for further direction on how to proceed with the release of students.

Disturbance on Campus or Surrounding Area

<u>Suspicious Individual</u>
1. Staff will notify the school office of the individual and keep the individual under constant covert surveillance.
2. Designated staff or the school principal will approach and greet the individual in a polite and non-threatening manner, identifying themselves as a school official. They will
   - Ask the individual for identification and their purpose for being on campus.
   - Advise the individual of trespassing laws and ask the individual to quietly leave the campus or invite the individual to the office.

If the individual refuses to respond to the requests:
1. Designated staff will inform the individual of their intent to summon law enforcement officers.
   - If the individual gives no indication of voluntarily leaving the premises, staff will notify law enforcement and school principal.
   - School principal may consider activating a shelter-in-place or lockdown procedure throughout the school as appropriate.

If the individual is on school grounds or the playground at recess or lunch time:
1. Student Activity Supervisors or staff will notify the office by radio and move all students into the multipurpose room or classrooms, unless otherwise directed, and lock the doors.
2. School principal may consider activating a shelter-in-place or lockdown procedure throughout the school as appropriate.

Hostile Individual

1. Staff will take steps to neutralize the individual's anger, including:
   - Remain calm.
   - Actively listen to the individual's complaints.
   - Speak in a calm voice.
   - Repeat the individual's concern back to them, showing you understand.
2. If staff is concerned for their safety:
   - Call for assistance from the school office.
   - Inform the hostile individual that you are going to get someone who can better help them, and then walk away.
3. If the situation turns violent, staff will dial 911 immediately.

Hostage Situation

1. Staff and students involved in a hostage situation should sit quietly and try to remain calm. Staff should set an example if an armed individual is in their presence.
2. If the individual speaks to staff or students, staff should answer but not provoke him or her. Don't try to take matters into your own hands.
3. Students should be reminded to remain silent and not engage with the individual.
4. If students are outside and unable to access a secure area, they should, depending on the situation, initiate a run or hide response.
5. Staff will, when possible, call the school office and/or 911.

Non-Life-Threatening Situations

Shelter-in-Place

Shelter-in-place indicates "caution" and is used to isolate students from an outside incident or a specific area of the school. Examples of such situations include law enforcement activity near campus, bad weather, coyotes, or a suspicious subject on or near campus.

The following steps should be followed when instructed or when the shelter-in-place is initiated:

1. If already inside a secure area, stay inside.
2. If outside, get to the nearest secure area and stay inside.
3. Staff will close and lock all doors and windows.
4. Staff will check designated communication method for further instructions, information, directions, and restrictions.
5. Ignore school bells.
6. Individuals may not leave the room for any reason.
7. Advise all students/staff not to engage in unnecessary communication.
8. Teachers should continue to provide educational instruction to the best of their ability.
9. Be prepared to switch to a lockdown if situation changes.
10. Upon sounding the all clear, students and staff may return to normal status.

Possible Life-Threatening Situations

Lockdown

Lockdown indicates "danger" and the need for immediate action to keep students safe. Examples of such situations include an active shooter or subject on campus with a weapon (gun, knife, etc.).

Students should be directed to run and/or hide:

Run
1. If outside, move away from the danger and get to the nearest secure area.
2. Stay inside.
3. This may include taking students off campus.

Hide
1. If already inside a secure area, stay inside.
2. If outside, get to the nearest secure area and stay inside.
3. Close and lock all doors and windows.
4. Turn off all lights.
5. Pull down window shades (if applicable).
6. Suspend all classroom activities.
7. Staff will check designated communication method for further instructions, information, directions, and restrictions.
8. Ignore school bells.
9. Individuals may not leave the room for any reason.
10. Advise all students/staff not to engage in unnecessary communication.
11. Upon sounding the all clear, students and staff may return to normal status.

Kidnapping

If a student is removed from school by a non-custodial parent/guardian or other person without the custodial parent/guardian's permission and knowledge, school office staff or principal will:
1. Check school records to determine if there may be a legal custody issue.
2. Call the student's legal parent or guardian.
3. Call 911. Be prepared to report where and when the student was last seen, a description of student's clothing, and the names of close friends.
4. School principal will notify the Superintendent's office.
5. Work with law enforcement until situation has been resolved.

Bomb Threat

1. Staff will call 911 and give the following information:
   - Your name
   - Call-back phone number
   - Exact street location with the nearest cross street
   - Nature of incident
   - Number and location of people involved and/or injured
2. Staff will notify the school principal who will then notify Superintendent's office or designee.
3. If threat is:
   a. **In writing:** The employee will rewrite the threat exactly as is on another sheet of paper. The employee will secure the original document and not alter it in any way. If the document is small and/or removable, the employee will place it in a bag or envelope.
   b. **Electronic:** The employee will leave the message open and print, photograph, or copy the message, subject line, and date/time of the message.
   c. **By phone call:** The employee will attempt to gain as much information as possible when the threat is received. Do not hang up on the caller. Ask direct and specific questions about the threat. Keep the caller on the phone as long as possible.
4. Staff, when feasible, will complete a Bomb Threat Report form.
5. Any student or employee who sees a suspicious package should not touch, tamper with, or move the item.

6. Staff should turn off cellular phones and/or walkie-talkie radios as these transmit radio waves that could trigger a bomb.
7. School principal will initiate evacuation of involved buildings using fire drill procedures. Outside evacuation location may need to be modified to allow individuals to stay clear of buildings as bombs may be planted against outside walls.
8. School principal/designee must have Superintendent or designee permission to evacuate to the designated reunification location.
9. Incident commander will deploy appropriate teams as needed.
10. Upon sounding the all clear, students and staff will return to their appropriate classroom or a reunification process will occur if needed.

Cybersecurity

1. Staff will contact the MOTT department immediately when there are signs or concerns of a cybersecurity incident (denial-of-service attacks, virus/malware, noncompliance with security or privacy protocols, data theft, or unauthorized access attempts)
2. Technology staff will gather information from concerned computer systems and conduct interviews with key personnel based on the scope of the incident in question.
3. Devices will be taken offline as appropriate to protect the data that is stored on the district network.
4. If the incident involves the unauthorized access or disclosure of confidential student or staff information, the district will communicate information relevant to the incident to all appropriate parties including notification to the California Cybersecurity Integration Center (Cal-CSIC). Certain information may be withheld if it may jeopardize current or future investigations or pose a security risk to the district.
5. Once the investigation has been completed and the threat has been removed, access to devices will be reinstated.

Power Outage/Rolling Blackouts

1. Staff will check designated communication method for further instructions, information, directions, and restrictions.
2. Teachers should continue to provide educational instruction to the best of their ability.
3. If an outage lasts more than 30 minutes, predesignated staff will walk through the campus and check on the status of individuals in each building.
4. Staff should turn off computers, monitors, printers, copiers, and major appliances.
5. If a power outage is prolonged, the school principal/designee should contact the Superintendent or designee for directions.

Utility Failure or Leak

For a suspected or actual utility break or water/gas leak:
1. Evacuate the immediate area.
2. Do not touch fallen wires.
3. Designated individuals will check circuit breakers, pilot lights, and other potential sources of the problem.
4. Upon sounding the all clear, students and staff will return to their appropriate classroom or a reunification process will occur if needed.

Immediately report any building emergency or problem to the school principal/designee. *Utility shutoff information is posted at each site at utility locations.*

Poisoning

If an individual ingests a poisonous substance, staff will:
1. Call 911.
2. Call the Poison Control Center Link Line at 1-800-222-1222.
3. Take appropriate first aid measures.
4. Notify the office staff who will contact the parent/guardian.

Hazardous Substances and Chemical Spills

Following are guidelines for hazardous substances and chemical spills:
1. Determine if shelter-in-place needs to be initiated.
2. Secure the area (block points of entry).
3. Evacuate individuals from contamination area. Move uphill and upwind, if possible.
4. Identify the chemical and notify the MOTT department for further direction.

Pandemic

District administration will outline the process for identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid. This may include plans/protocols which will allow educational services to occur during the pandemic.

Bioterrorism by Mail

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

<u>Response to suspicious letters or packages</u>
1. Do not shake or empty the contents of any suspicious envelope or package.
2. Use protective gear and place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents. If you do not have a container, cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
3. Leave the room and close the door, or section off the area to prevent others from entering.
4. Wash your hands with soap and water to prevent spreading any contaminate to your face. Do not use bleach or other disinfectant on your skin.
5. Report the incident to law enforcement and the school principal/designee.

6. Remove heavily contaminated clothing as soon as possible and place in a plastic bag or a container that can be sealed. The clothing bag/container should be given to the emergency responders for proper disposal.
7. List all people who were in the room or area when the suspicious letter or package was recognized.
8. Upon sounding the all clear, students and staff will return to normal educational activities or a reunification process will occur if needed.

Extreme Weather Conditions

When extreme weather conditions are identified or forecasted, school administration will:

- Monitor official weather alerts and advisories.
- Modify or cancel outdoor activities, recess, physical education, and events as necessary
- Communicate with district administration regarding potential operational changes.
- Ensure students and staff move to safe indoor areas when appropriate.
- Maintain supervision and accountability for all students.
- Provide updates to staff and families through established communication systems.

1. Excessive Heat
   During periods of extreme heat, the school will take preventative measures to reduce the risk of heat-related illness. Measures will be based on the California Department of Public Health (CDPH) Heat Risk Grid and current risk levels provided at https://www.wpc.ncep.noaa.gov/heatrisk/. Measures may include:

   - Limiting or cancelling outdoor activities and physical education.
   - Ensuring students have access to shade, water, and cooled indoor environments.
   - Monitoring students for signs of heat exhaustion or heat stroke.
   - Adjusting schedules as directed by the district.
   - Encouraging frequent hydration.

2. Poor Air Quality / Wildfire Smoke

   - The school will monitor the Air Quality Index (AQI) through the South Coast AQMD map.
   - Outdoor activities may be limited or cancelled based on current AQI level and AQMD School Outdoor Air Quality Activity Recommendations.
   - Students will remain indoors when conditions warrant.
   - HVAC systems will be utilized to maintain indoor air circulation when available.
   - Staff will monitor students with respiratory conditions closely.

3. Heavy Rain / Flooding

   - Staff will monitor campus areas that may accumulate standing water.
   - Outdoor areas may be restricted for student safety.
   - Students will remain indoors when conditions create flooding hazards.
   - Facilities staff will address drainage concerns and secure affected areas.
   - If access routes are impacted, the school will coordinate with the district regarding dismissal procedures.

4. High Winds / Severe Storms

    - Outdoor activities will be suspended.
    - Students will be moved indoors away from windows or unsecured objects if necessary.
    - Staff will monitor campus areas for debris, fallen branches, or damaged structures.
    - Facilities personnel will secure loose equipment and materials.

5. Lightning

    - All outdoor activities will stop immediately.
    - Students and staff will move into buildings or designated safe areas.
    - Activities will not resume until the storm has safely passed.

6. Communication
   The school will communicate weather-related safety information through district communication systems when necessary. Staff will receive direction from administration regarding any operational adjustments, and families will be notified if schedules or student supervision procedures change.

Injury and Illness Emergencies

1. The first staff member determines emergency and makes the 911 call.
2. The staff member will give the 911 dispatcher the school/site address, location of the injured individual, and nature of the emergency, as well as administer directed assistance while paramedics are enroute.
3. Staff will then notify school principal/designee, who will:
    a. Get a copy of the student's emergency card for the paramedics. Parent/guardian signature for medical treatment and the student's allergies, medications, and health conditions are on this card.
    b. Call the parent/guardian.
    c. Call the district nurse for medical expertise and advice.
    d. Communicate with Assistant Superintendent on the incident and resolution.
4. Staff should designate someone to wait in front of the school to guide emergency responders to the area closest to the injured individual.
5. Based on direction from the paramedics, once the incident is resolved, students and staff may return to normal status.

First Aid/Treatment

Following are basic first aid treatments.

<u>Rescue breathing</u>
1. Gently tilt the head back and lift the chin to open the airway.
2. Pinch the nose closed.
3. Give two slow breaths into the mouth.
4. For adults, breathe into the mouth once every five seconds, and for children or infants breathe gently once every three seconds.
5. If you are doing the procedure correctly, you should see the chest rise and fall.

<u>Automated External Defibrillator (AED)</u>
1. Retrieve AED from the main office or multipurpose location.
2. Turn on AED.
3. Expose the victim's bare chest and make sure it is dry.
4. Remove any metal jewelry or accessories on the victim.

5. Apply the AED pads to the chest area (see locations on pads).
6. If two rescuers are present, one person can perform CPR while the other is applying the pads correctly. If you are the only one, alternate between administering CPR and operating the AED.
7. Follow the AED prompts.
    a. The AED will analyze the victims heart rhythm to see if an electrical shock is needed. It will prompt either for Shock Advised or No Shock Advised.
    b. If AED advises for shock. Shout “Clear” to ensure everyone stands clear of the victim, then press the shock button on the AED.
    c. Resume CPR for the next two minutes.
    d. After two minutes has passed, let the AED reanalyze for a heart rhythm to see if additional shocks or CPR is needed.

<u>Bleeding</u>
1. Apply direct pressure to the wound.
2. Maintain the pressure until the bleeding stops.
3. If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
4. If the limb appears to be broken, minimize any movement, but take measures necessary to stop the bleeding.

<u>Shock</u>
1. Do whatever is necessary to keep the person's body temperature as close to normal as possible.
2. Attempt to rule out a neck or back injury.
3. If no back or neck injury is present, slightly elevate the person's legs.

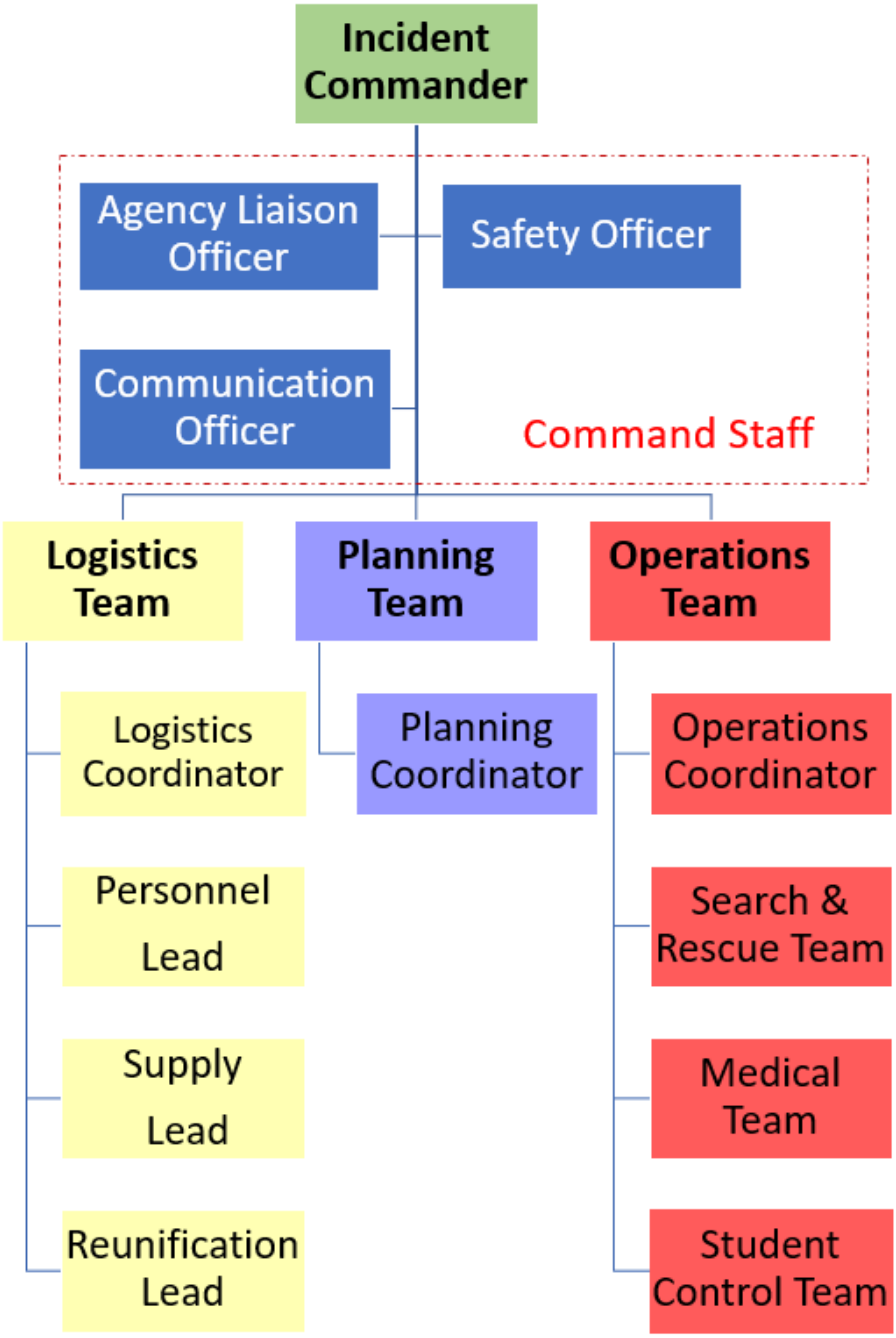
<u>Choking</u>
1. Stand behind the person.
2. Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
3. Grasp your fist with your other hand and give an abdominal thrust.
4. Repeat until the object comes out.
5. If required, begin rescue breathing.

SECTION 5: Incident Command System

Primary Incident Command System Functions

The incident command system includes the following teams and responsibilities.

The core school site team supervises all crisis response efforts, including coordinating the work of other teams and managing communication with the district office, parent/guardians, public safety officials, and community resources. This team is the center hub for information gathering, decision-making, logistical support, and communication inside and outside the school.



Incident Commander	The Incident Commander is responsible for: • Account for the presence of all students and staff • Implement and coordinate all disaster operations • Control internal and external communications • Maintain log and prepare reports for Superintendent and District's EOC
Command Staff: **Agency Liaison Officer**	The Liaison Officer is responsible for: • Contact person for outside agencies (police, fire, Red Cross, etc.) • May represent school at emergency responder on-scene command post • May be designated site spokesperson • Coordinates with the district and other agencies on joint news releases • Coordinates media briefing as necessary • All written and verbal communication to the public will be approved by the Superintendent's office.
Command Staff: **Communication Officer**	The Communication Officer is responsible for: • Emergency communication systems and equipment • May act as lead or hub for internal communications response • Communicates with parent/guardians
Command Staff: **Safety Officer**	The Safety Officer is responsible for: • Monitoring incident operations • Advises commander on all matters related to operational safety, including health and safety of emergency responder personnel • Has authority to stop and/or prevent unsafe acts during incident operations
Logistics Team: **Coordinator**	The Logistic Team Coordinator is responsible for: • Provide directions and support for emergency response operations • Oversees reunification process • Oversees supplies utilized during operations and restocking at the end of the operation
Logistics Team: **Personnel Lead**	The Personnel Lead is responsible for: • Coordinate PPE inventory and distribution to personnel • Monitor and provide resources for physical and mental needs of personnel • Reassign personnel to positions as needed
Logistics Team: **Supply Lead**	The Supply Lead is responsible for: • Inventory and request required supplies • Tracking of supplies ordered • Replenishing supplies at the end of the incident

Logistics Team: **Reunification Lead**	The Reunification Lead is responsible for: • Setting up a secure reunion area • Checking student emergency cards for authorized releases • Completing release logs
Planning Team: **Coordinator**	The Planning Team Coordinator is responsible for: • Oversees collection, evaluation, and disseminating of information • Maintain all documentation • Develops district emergency operations center/field action plans for implementation by Operations Team.
Operations Team: **Coordinator**	The Operations Team Coordinator is responsible for: • Coordinates all operations in support of the emergency response • Implements action plans • Oversees the reduction of immediate hazards, mitigates damage, and establish control and restoration of normal operations
Operations Team: **Search & Rescue Team**	Search & Rescue Team is responsible for: • Identifying and marking unsafe areas • Conducting initial damage assessment • Obtaining injury and missing student reports from the command center • May conduct initial triage
Operations Team: **Medical Team**	Medical Teams are responsible for: • Setting up the first aid area for students and staff • Assessing and treating injuries • Completing master injury report • Assessing the need for onsite mental health support • Providing onsite intervention/counseling • Monitoring well-being of the school incident command staff, site staff, and students, and reporting all findings to the Command Center
Operations Team: **Student Control Team**	Student Control Team is responsible for: • Direct students to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders • Take attendance when class relocates to an outside or inside assembly area or evacuates to another location • Report missing students to the Operations Team Coordinator • Supervise students under their charge which may include other classes • Coordinates with reunification team on the release of students

Section 6: Instructional Continuity Plan

California Education Code requires school districts to adopt a Learning Continuity Plan to ensure all students can access instruction during a natural disaster or emergency.

Communication
The district will communicate with students and their families through Finalsite, the district's mass communication system, in the event of an emergency that requires school closure. The Finalsite platform sends messages through emails, phone calls, and text messages. In addition, the SeeSaw and Clever platforms may be used for ongoing email communication with families.

Technology
The district has a 1:1 student-to-device ratio in kindergarten through sixth grade. In the event of school closure, these devices will be available for check-out for families whose children do not have sufficient access to a technology device at home. While the student-to-device ratio in transitional kindergarten (TK) is 2:1, the district has additional devices to accommodate all TK students if needed in the event of school closure. Hotspots will also be activated and issued based on family need.

Instruction and Assessment
Cypress School District will provide students with in-person instruction to the greatest extent possible when it is both safe and practicable to do so. This may include temporarily assigning students to another school within the district, relocation to a temporary site, or a hybrid model of in-person instruction and distance learning.

If providing in-person instruction is not possible, the district will provide students with distance learning as described in its Distance Learning Plan. The plan may be updated, as needed, depending on the type of emergency event that has impacted the school campus. The plan outlines how instruction will be delivered, the core curriculum that is readily available in an online format, supplemental online resources, the process for assessing learning, how the academic needs of student groups will be met, the intervention and support that will be provided for struggling students, and how social-emotional learning and student mental health supports will be addressed.

Social-Emotional and Mental Health Support
To support the social-emotional health and mental wellness of students, the district will provide the following:

- Support for homeless and foster youth through district outreach
- Referral for mental health services to outside agencies
- Presentations for parents with tools and resources
- Acute trauma/crisis support by trained staff
- Social-emotional lessons using the Second Step curriculum

To support the social-emotional health and mental wellness of staff, the district will provide the following:

- Training and professional development related to trauma-informed practices, social-emotional competencies, and best practices in relationship building
- Resources for mental wellness
- Checklist for identifying mental health needs
- Flowchart of school services for mental health support

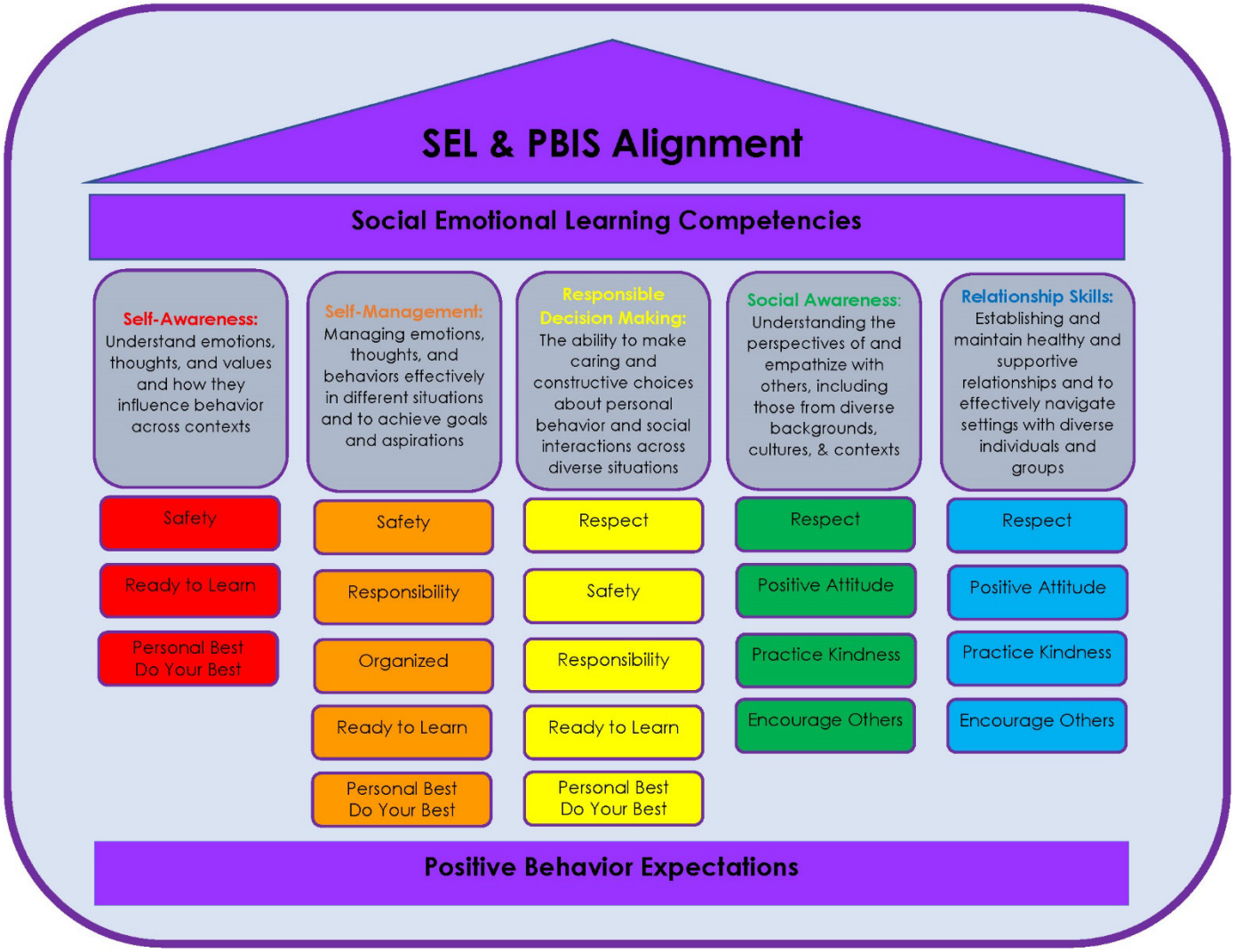
Special Education
Progress on annual goals and objectives for students with an Individualized Education Program (IEP) is still required under the Individuals with Disabilities Education Act (IDEA) in the event of school closure. Accommodations and/or modifications, as noted in each student's IEP, need to be implemented and/or accessible. Services will be provided based on each student's offer of Free Appropriate Public Education (FAPE) per the IEP. Designated instructional services such as speech and language, occupational therapy, and mental health services may be provided in-person or via teletherapy, based on current health conditions in consultation with the family, as appropriate. Specialized Academic Instructors/service providers will document all services provided and attempted for students with an IEP.

General and special education teachers will collaborate and/or consult, as appropriate, to implement accommodations/modifications indicated in a student's IEP. Distance Learning Plans will be created and monitored by case carriers. For all students with an IEP or 504 Plan, teachers and/or case carriers will document student participation and engagement.

Return to Site-based Learning
Cypress School District will return to in-person instruction as soon as safe to do so. A facilities inspection will determine if it is safe for students and staff to return. Direction from all governing agencies and local emergency response agencies will be taken into consideration before reopening schools.

SECTION 7: Social, Emotional, and Behavioral Supports

The district is focused on strengthening social, emotional, and behavioral supports through a variety of methods and resources.



Social-Emotional Learning

Teachers use district-approved curriculum to teach self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. Students who have strong social-emotional skills are better able to manage everyday challenges and benefit academically, socially, and behaviorally.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to establishing the support needed for all students to achieve social, emotional, and academic success in school. The main focus areas of Landell's PBIS program include prevention of problem behavior, development of prosocial skills, positive behavior support, and the use of data-based problem-solving for existing behavior concerns. This three-tiered model focuses heavily on schoolwide core features (Tier I) which are available to all students at all times.

At Landell, our PAWS program stands for **P** – Positive Attitude, **A** – Act Responsibly, **W** - Work Safely, and **S** – Show Respect. These expectations are defined across school and classroom settings in behavior matrixes shared with students.

Once appropriate behaviors have been defined and taught, students are acknowledged on a regular basis. Giving regular positive feedback when students use behaviors they have been taught is a critical step to teaching and maintaining desired behavior. Students earn points for good behavior and participating appropriately in school life. These points can be redeemed for a variety of rewards.

Despite efforts to proactively set students up for behavioral success and prevent behavior problems, there will still be incidents of problem behavior. When it comes to responding to problem behavior, it is addressed with these three things in mind:

- Keep everyone safe.
- Minimize the loss of instructional time for all students (including the student engaged in the problem behavior).
- Teach the student the appropriate replacement behavior instead of the problem behavior.

Threat Assessment

Each school has a threat assessment team that has been trained in the process of evaluating behavior for validity of threat to self or other people and use of the district's Threat Assessment Procedural Manual or Suicide Awareness and Prevention Guide. The threat assessment team includes the school principal and psychologist. Based on the results of the assessment, resources are provided during and after the threat.

Crisis Involving Individual Students and/or Staff

The sudden death or serious injury to a student or staff member, either through natural causes, accidents, or as the result of an act of violence, requires a response in a timely and effective manner. Due to the nature of these types of events, information shared with the school community may be limited.

Crisis Response Procedures

1. Contact Educational Services to request additional staff support immediately following a serious injury, accident, or death of a student of staff member. If needed, the Orange County Department of Education Crisis Intervention Team may be utilized.

2. Work with school psychologist (and other individuals as needed) to determine short- and long-term interventions for students or staff traumatized by the event.

3. Work with the Superintendent's office to formulate a public statement.
   a. A message will be provided to parents/guardians to allow them the opportunity to discuss the crisis and support their children.
   b. All staff will be debriefed and supported.

4. Provide resources to best meet the needs of students or staff, including counseling and other ways to process feelings (writing, drawing, games, and sharing).

SECTION 8: Family Resources

Home Preparedness Resources

Fire: https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/fire/home-fire-preparedness.html

Earthquake: https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/earthquake.html

Other Emergencies: https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies.html

Hotline/Helplines

SAMHSA National Disaster Distress Helpline
https://www.samhsa.gov/find-help/disaster-distress-helpline
OPEN: 24 hours, 7 days/week
(800) 985-5990 or text TalkWithUs to 74666
Spanish: (800)985-5990 and press "2" or text Hablanos to 66746
Deaf/Hard of Hearing: Text TalkWithUs to 66746 or TTY: (800) 846-8517

OC Crisis Prevention Hotline
https://didihirsch.org/
OPEN: 24 hours, 7 days/week
Call 1-877-727-4747 or Text HEARME to 839863

OC Health Care Agency Crisis Lines
https://www.ochealthinfo.com/bhs/about/pi/crisis/
OPEN: 24 hours, 7 days/week
Crisis Line for People with Disabilities: (800)-426-4263
Domestic Violence Hotline: (800)-799-7233
Rape Crisis Hotline: (714)-957-2737

OC Links - Orange County Behavioral Health
https://www.ochealthinfo.com/bhs/about/nit/oclinks/
Information & Referrals
Open: Monday Through Friday 8am to 6pm
(855)-OC-Links/(855)-625-4657

APPENDIX A
BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

The following Cypress School District Board Policies and Administrative Regulations are available on the district website (https://bit.ly/33dXdxH)

Emergencies and Disaster Preparedness Plan – Board Policy/Administrative Regulation 3516

Firearms on School Grounds – Board Policy 3515.7

Conduct – Board Policy 5131

Bullying – Board Policy/Administrative Regulation 5131.2

Vandalism and Graffiti – Board Policy 5131.5

Alcohol and Other Drugs – Board Policy/Administrative Regulation 5131.6

Tobacco – Board Policy/Administrative Regulation 5131.62

Weapons and Dangerous Instruments – Board Policy/Administrative Regulation 5131.7

Dress and Grooming – Board Policy/Administrative Regulation 5132

Gangs – Board Policy/Administrative Regulation 5136

Positive School Climate – Board Policy 5137

Child Abuse Prevention and Reporting – Board Policy/Administrative Regulation 5141.4

Discipline – Board Policy/Administrative Regulation 5144

Nondiscrimination/Harassment – Board Policy/Administrative Regulation 5145.3

Sexual Harassment – Board Policy/Administrative Regulation 5145.7