

COMPREHENSIVE SCHOOL SAFETY PLAN

Pursuant to Education Code 32280 – 32289

EFFECTIVE DATES: 2025-2026



Larrea Middle School

13801 Cobalt Road
Victorville, California 92392
760-261-7040
<https://lms.vvuhsd.org/>

Joe Williams
Principal

Victor Valley Union High School District

Carl J. Coles
Superintendent



Rosalio Hinojos
Board President

Printed: Monday, July 27, 2026

PREFACE

California Education Code § 32281(a) requires every public school serving kindergarten through grade twelve—including charter, community, and court schools—to develop and maintain a Comprehensive School Safety Plan (CSSP). The plan must be reviewed, updated, and formally adopted annually by March 1.

Assembly Bill 1747 (2018) initially strengthened CSSP requirements by mandating collaboration with law enforcement and first responders. Since then, additional legislation—including AB 176, AB 2887, AB 960, and AB 1858 (2024)—has expanded the scope of CSSPs to include wildfire evacuation planning, cardiac emergency response, trauma-informed safety drills, and secure digital safety tools.

Certain proprietary or sensitive information will remain confidential to safeguard the integrity of the Comprehensive School Safety Plan and ensure the security of students and staff. Such information includes but is not limited to personal identifying details, tactical response protocols, building infrastructure or asset information, sensitive emergency procedures or contact details, and campus vulnerability assessments.

Pursuant to US Department of Homeland Security Management Directive 11042.1, such information will be classified as ***“For Official Use Only,”*** reviewed exclusively in closed Board sessions, and released solely for safety assurance or emergency response purposes.

Restricted materials include appendices or documents detailing emergency procedures that could compromise safety if disclosed, such as communication systems, tactical response actions, emergency facility locations (e.g., command posts, staging areas), and storage sites for critical supplies.

Copies of the Comprehensive School Site Safety Plans are on file at the respective school site, the District office, and on a secure server. School staff and responders can access the Plan through hard copy and electronic formats.

This Plan is available by appointment for public inspection during regular business hours.

No portion of this Plan may be copied, redistributed, or made available, in hard copy, digital format, or otherwise, without the expressed written consent of the District and in compliance with any copyright laws that may apply to the materials contained within.

SCHOOL PROFILE 2025-2026



Larrea Middle School

13801 Cobalt Road

Victorville, California 92392

Leadership

Principal: Joe Williams

Faculty and Staff

Certificated Staff: 44

Classified Staff: 33

Student Population

Grades Served: 7-8

Enrollment: 701

Program Offerings

Course of studies offered:

- California Core Curriculum

Vision Statement

Larrea Middle School is committed to providing a safe learning environment with students and staff working in unison to reach students' full potential academically, emotionally, and physically while embracing diversity. We are focused on literacy and growth of every single student while creating lifelong learners who inquire, take risks in the pursuit of knowledge, and are compassionate in the classroom and their community.

Mission Statement

Larrea Middle School maintains a comprehensive site safety plan and policies and procedures are reviewed annually by our school safety committee. Larrea Middle School conducts multiple safety drills each year including, but not limited to: earthquake, fire, and lockdown drills.

Larrea Middle School is a PBIS school. Expectations for student behavior are posted in all common areas, classrooms, and athletic facilities. A multi-tiered system of interventions is used to provide behavioral and academic support for all students in need of additional assistance. Larrea Middle School will have a "WEB" program that utilizes student mentors to assist 7th graders with the transition, as well. All students in

grades 7th and 8th are provided with student handbooks that outline all policies and procedures in writing. Larrea Middle School has a shared School Resource Officer and Probation Officer, the latter also providing truancy, drug and alcohol, and anger management classes.

TABLE OF CONTENTS

SECTION 1	6
OVERVIEW	6
SAFETY PLANNING COMMITTEE	7
FIRST RESPONDER CONSULTATION	10
STAFF TRAINING	11
CURRENT STATUS AND ANALYSIS	13
SECTION 2	15
CHILD ABUSE REPORTING PROCEDURES	15
SUSPENSION & EXPULSION POLICIES	18
NOTIFYING TEACHERS OF DANGEROUS PUPILS	21
DISCRIMINATION & HARASSMENT POLICY	23
SCHOOL-WIDE DRESS CODE	28
SAFE INGRESS AND EGRESS	30
SAFE AND ORDERLY ENVIRONMENT	34
RULES AND PROCEDURES ON DISCIPLINE	36
PESTICIDE RELEASE NEAR SCHOOL	41
SECTION 3	43
DISASTER PREPAREDNESS: OVERVIEW	43
DISASTER PREPAREDNESS: SERT/ACT	46
DISASTER PREPAREDNESS: PROTOCOLS	53
DISASTER PREPAREDNESS: TRAINING	64
DISASTER PREPAREDNESS: FIRE DEFENSIBILITY	68
DISASTER PREPAREDNESS: ANCILLARY	73
DISASTER PREPAREDNESS: SPECIAL NEEDS	80
OPIOID OVERDOSE PREVENTION	83
CARDIAC EMERGENCY RESPONSE PLAN	86

ENVIRONMENTAL EMERGENCIES	91
SMARTPHONE ACCESS	95
SECTION 4	98
BULLYING AND CYBERBULLYING PREVENTION	98
DANGEROUS, VIOLENT, AND UNLAWFUL ACTIVITY: PROCEDURES AND NOTIFICATIONS	102
TACTICAL RESPONSE PLAN	107
SAFE STORAGE OF FIREARMS	109
BEHAVIORAL THREAT ASSESSMENT	110
ICE NOTIFICATION	114
SECTION 5	116
OTHER PROFESSIONALS	116
SECTION 6	119
COMMUNICATING THE PLAN	119
SECTION 7	121
EVALUATING AND MONITORING THE PLAN	121
PLAN REVIEW AND PRESENTATIONS	123
APPENDIX	125
CODE REFERENCES	127

SECTION 1

OVERVIEW

Safety is a collaborative effort, blending district-wide initiatives with tailored, site-specific measures to create a secure environment for every student and staff member.

The Comprehensive School Safety Plan is a foundational document that affirms the school's legal and ethical responsibility to protect the safety and well-being of its students, staff, and broader community. Developed in accordance with California Education Code §§ 32280–32289, this plan brings together the full scope of required safety measures into a single, coherent framework.

It addresses not only emergency preparedness—earthquakes, fires, lockdowns—but also the broader systems that sustain a safe educational environment each day. These include mandated procedures for child abuse reporting, discrimination and harassment prevention, behavioral intervention, safe access to and from school, employee safety, mental health supports, and coordination with local emergency responders.

While the plan aligns with districtwide policies to ensure consistency, it also reflects the unique characteristics and needs of this school site. It has been developed in collaboration with school personnel, families, students, law enforcement, and community partners, in accordance with legislative requirements.

This plan is reviewed and updated annually. It is both a compliance document and a living tool—intended to guide daily operations, inform decision-making, and support a culture of safety where students can learn, grow, and thrive.

SAFETY PLAN HIGHLIGHTS

- Larrea Middle School is a PBIS school. Expectations for student behavior are posted in all common areas, classrooms, and athletic facilities. A multi-tiered system of interventions is used to provide behavioral and academic support for all students in need of additional assistance.

SAFETY PLANNING COMMITTEE

ED Code Reference

EDC § 35294.1

EDC § 32282 SB 323

Board Policy Reference

BP 0450: Comprehensive Safety Plan

APPENDIX A.1

California Education Code § 32281 requires the district to develop a Comprehensive School Safety Plan for all its schools. The School Site Council is tasked with tailoring the Plan to the school's specific needs and resources.

The School Site Council may delegate this responsibility to a **School Safety Planning Committee**.

The School Safety Planning Committee must include:

- The principal or their designee.
- A teacher representing certificated staff.
- A parent of a student attending the school.
- A classified employee representing classified staff.
- Additional members, if desired, to enhance collaboration.

The committee meets regularly during the school year.

COMMITTEE MEMBERS		
Joe Williams	Principal	Larrea Middle School
Scott Manley	Assistant Principal	Larrea Middle School
Magen Kroell	Teacher	Certificated Staff
Brandon Cruz	Teacher	Certificated Staff
Brandi Fobes	Counselor	Certificated Staff
Vickeia McCampbell	Classified Employee	Classified Staff
Deborah Burnett	School SRO	School Police Officer
Nicole Beserra	Classified Employee	Classified Staff
Joshua Brown	Classified Employee	Classified Staff
Reginald Cole	Classified Employee	Classified Staff
Michael Washington	Classified Employee	Classified Staff

MEETING DATES

The committee met on the following dates:

Meeting 1	Date	08/21/2025	Time	15:00
	Place	Larrea Middle School	Facilitator	Scott Manley
Meeting 2	Date	02/04/2026	Time	14:00
	Place	Larrea Middle School	Facilitator	Scott Manley

INCLUSIVE SAFETY REVIEW PROCESS

The CSSP is reviewed annually to ensure safety procedures are accessible to students with disabilities. Students, parents, guardians, or staff may raise concerns about a student's ability to access disaster safety procedures described in the plan. If the concern is valid, the principal will direct the Safety Planning Committee to make appropriate updates—during the annual review or sooner if needed. All discussions involving individual students will comply with privacy laws to protect confidentiality.

The review process is outlined below.

- **Submission of Concerns:** Parents, guardians, staff, students, or advocates may submit concerns about a student's ability to access safety procedures. Concerns may be submitted in writing to the principal or shared during a scheduled Safety Planning Committee meeting. Relevant details should be included for clarity.
- **Acknowledgment and Documentation:** The principal or designee will document the concern, including relevant context, and provide written acknowledgment within 2–3 business days. The concern will be placed on the agenda for the next Safety Planning Committee meeting.
- **Assessment and Review:** If the principal determines the concern is valid, the committee will review it and recommend updates to the CSSP in alignment with law and best practices. This may include reviewing IEPs, 504 Plans, or previous drill data. The committee may consult the reporting party if clarification is needed.
- **Plan Development and Communication:** The committee's recommendations will be incorporated into the CSSP under the principal's oversight. The individual who raised the concern will receive written notice outlining the planned actions and expected timeline.
- **Implementation and Monitoring:** Updated procedures will be implemented and tested during the next scheduled drills. Feedback from students, families, and staff will inform whether the concern has been fully addressed; further adjustments will be made as needed.

FIRST RESPONDER CONSULTATION

First responders and emergency agencies play a critical role in the School Safety Plan, contributing expertise to align the Plan with local emergency protocols.

Through collaboration with law enforcement, fire services, and emergency medical personnel, response strategies are refined, and roles are clarified.

As required by California Education Code § 32281(b)(3), district administrators consulted with representatives from the following agencies to guide the development and periodic revision of the Comprehensive School Safety Plan.

FIRST RESPONDER AGENCIES		
VVUHSD School Police	Jacob LaDuke	School Police Officer
Fire Station 311	TBD	TBD

CONSULTATION DATES

Formal consultation occurred on the following dates:

Meeting 1	Date	02/19/2026		
	Place	Larrea Middle School	Facilitator	Scott Manley

STAFF TRAINING

ED Code Reference

EDC §§ 32280, 32282

Board Policy Reference

AR 0450: Comprehensive Safety Plan

APPENDIX A.2

Staff training is the critical link between policy and the practical execution of a school safety plan.

As required under California Education Code §§ 32280, 32282 and related statutes, all school personnel must complete a series of training sessions designed to build both procedural knowledge and practical response skills. These include emergency protocols, safety policies, and broader strategies for maintaining a secure, inclusive

learning environment, among others.

Training is delivered throughout the school year using multiple methods. Beyond basic awareness, sessions emphasize active learning and scenario-based practice to help staff strengthen their judgment, coordination, and confidence under real-world conditions.

Training methods include:

- In Person Group Training
- Online Training
- Specialty Workshops
- Safety Presentations at Staff Meetings
- Emergency Drills



During the most recent reporting period, staff also participated in Active Shooter Training conducted by WUHSD School Police.

Staff completed all required trainings issued by the District through Target Solutions.

CURRENT STATUS AND ANALYSIS

ED Code Reference

EDC § 32282 (1)

Board Policy Reference

AR 3516: Emergencies and
Disaster Preparedness Plan

AR 3516.1: Fire Drills and Fires

APPENDIX A.3

Education Code § 32282(a)(1) requires the Comprehensive School Safety Plan to include an assessment of crime on campus and at school-related events. In addition to crime statistics, the school analyzes disciplinary records, attendance trends, incident reports, and survey feedback to gain a more comprehensive understanding of school safety and address underlying factors.

Relevant data is shared with the School Safety Planning Committee as it becomes available, supporting timely analysis and informed decision-making. The committee's regular review of multiple data sources enables it to identify patterns, address concerns, and apply evidence-based strategies.

All data is handled in accordance with privacy laws, including FERPA, to ensure confidentiality and maintain trust with stakeholders.

This data-informed approach strengthens the school's ability to allocate resources effectively, implement targeted safety measures, and maintain a safe and supportive learning environment.

The following data sources were used to assess crime and other safety-related issues on campus and at school functions.

Data Source	Analysis/Trend
Student Referrals/Discipline	Current Data shows 341 office referrals received as of 2/6/2026
Chronic Absences/Attendance Rates	Chronic absence rate is currently 33.71%
Suspensions/Expulsions Reports	Data shows 73 total suspensions

SECTION 2

CHILD ABUSE REPORTING PROCEDURES

ED Code Reference

EDC § 32282(a)(2)(A); EDC § 44691; PC §§ 11165.5, 11165.7, 11166

Board Policy Reference

BP 5141.4: Child Abuse Prevention And Reporting

APPENDIX B.1

Reporting child abuse isn't just a legal duty; it's a moral imperative to protect the voiceless.

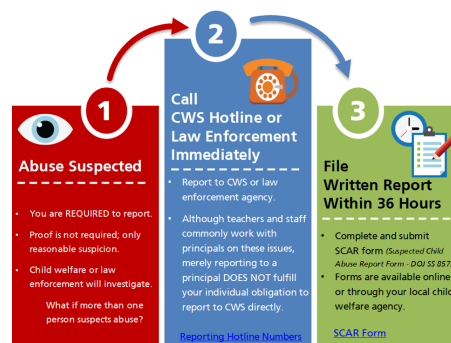
California law mandates that all school employees, as mandated reporters, must report any suspected child abuse or neglect to the appropriate authorities. This obligation is outlined in California Penal Code § 11165.7, which identifies school personnel as mandated reporters and defines the procedures they must follow to ensure the safety of the child.

Reporting must be made by the individual who suspects or observes the abuse; it cannot be delegated to another individual or a supervisor.

As outlined in California Penal Code § 11165.7, mandated reporters include, but are not limited to, the following:

- teacher's aides or assistants;
- classified employees;
- certificated pupil personnel employees;
- Head Start teachers;
- district police or security officers;
- administrators and employees of licensed daycares; and
- administrators, presenters, or counselors of a child abuse prevention program.

Employees, as mandated reporters, shall not investigate any suspected incidents but rather shall fully cooperate with agencies responsible for reporting, investigating, and prosecuting cases of child abuse and neglect.



STAFF TRAINING

Staff are required to complete Mandated Reporter Training annually to ensure they remain knowledgeable and prepared to recognize and report child abuse. New hires must complete the training within six weeks of their start date. Similarly, returning staff are required to complete the training within six weeks of the start of each new school year.

The training is accessible through an online module or via a group session facilitated by their supervisor. To confirm understanding, all staff must successfully pass a post-training assessment.

The accompanying chart provides an overview of Mandated Reporter training completed by staff for the current school year, reflecting the school's commitment to compliance and student safety.

REPORTING

All known or suspected instances of child abuse must be reported immediately, or as soon as practically possible, by telephone to one of the designated Child Protective Agencies. Following the telephone report, a written report must be submitted within 36 hours using the BCIA 8572 Suspected Child Abuse Report form. The form can be found in Appendix [B.1].

Staff receive thorough training to follow these essential steps when reporting known or suspected abuse:

1. **Act on Reasonable Suspicion:** If you reasonably suspect abuse, you are legally obligated to report it. If in doubt, file the report. The threshold is suspicion, not certainty, as the investigation responsibility lies with Children and Family Services, not the reporter.
2. **File Without Fear:** School staff are protected from defamation liability when reporting within the scope of their employment, ensuring they can act without hesitation.

Consequences of Failing to Report

Failing to report suspected child abuse has serious legal consequences:

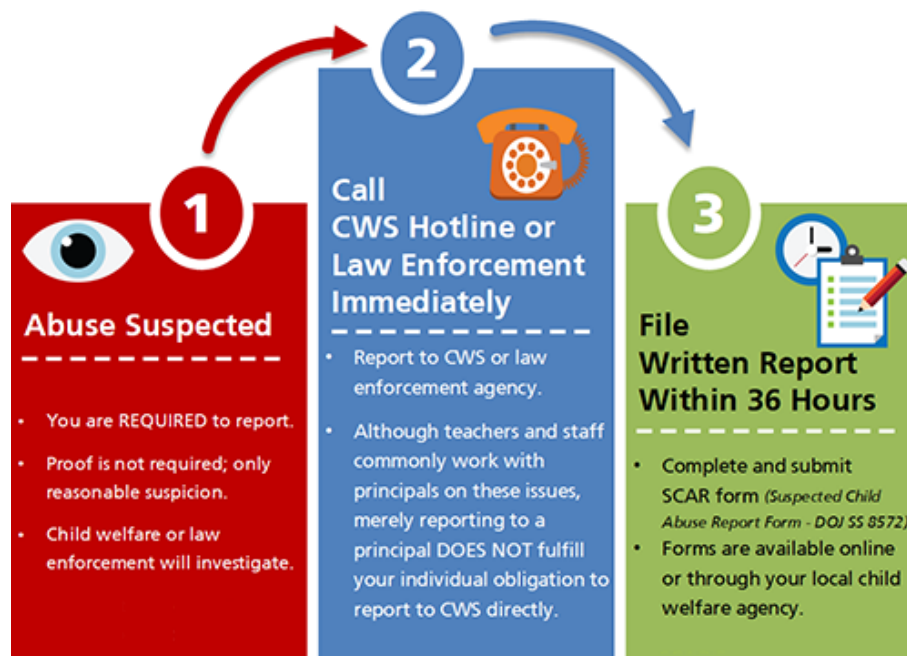
- Failure to report is a misdemeanor punishable by up to six months in jail and/or a fine of up to \$1,000, as specified in California Penal Code § 11166(c).

REPORTING STEPS

1. Complete the SUSPECTED CHILD ABUSE REPORT form.
2. Call Children and Family Services immediately to report verbally.
3. Forward the completed Child Abuse Report form within 36 hours.
4. Do not pass on the responsibility to report. However, consult with your supervisor.

Child Abuse and Neglect Reporting Phone Number: In San Bernardino County, child abuse or neglect can be reported by calling the 24-hour hotline at **1-800-827-8724**.

SCARForm



SUSPENSION & EXPULSION POLICIES

ED Code Reference

EDC § 32282(a)(2)(C); EDC § 48900.5

Board Policy Reference

BP 5144.1: Suspension And Expulsion/Due Process

APPENDIX B.2

Respect and responsibility are the backbone of effective policies that balance safety, order, and student success.

The school's code of conduct emphasizes respect and responsibility as foundational to a positive learning environment. Research underscores that effective suspension and expulsion policies play a vital role in maintaining safety and order, directly impacting student well-being and success.

While the school prioritizes keeping students in the classroom to maximize learning and foster academic achievement, violations of established policies may necessitate suspension or expulsion to uphold a safe and orderly environment.

The District has set clear policies and behavioral standards to promote learning and protect the safety of all students and staff.

Consistently applied, transparent disciplinary practices foster equity and a positive learning environment, aligning with EDC § 32282(a)(2). Evidence-based approaches prioritize prevention and support, using progressive discipline to address behavior and promote accountability. While supportive measures are the focus, suspension or expulsion may be necessary to ensure safety and order.



DATA SOURCES

Data Source	Analysis/Trends
EdData Suspensions and Expulsions	Current Suspension Rate is 5.9% 35 incidents involving Suspension are due to Physical Aggression and/or Assault Force

Policies and procedures establish a framework to guide behavior, ensure safety, and cultivate a positive school environment. They set expectations for students, staff, and parents while outlining consistent responses to violations, promoting fairness and accountability.

The school uses multiple communication methods, as outlined below, to ensure students fully understand the policies. These practices reinforce expectations and promote a shared commitment to a safe and respectful learning environment.

- The policies, procedures, and expectations for student conduct are available on the school's website under Parent Information.
- Expulsion/ Zero Tolerance information is included in student planners that are handed out to all students at the beginning of the school year.
- Each year, teachers receive and review the "School Behavior Management Flow Chart," which explicitly outlines how to respond to student behavior.
- Personnel new to the District will receive training on the Suspension – Expulsion Policies as part of their orientation held at the time of hire.

The authority to impose suspensions is clearly defined to ensure consistency and fairness in disciplinary actions. The following list outlines the roles and responsibilities of individuals authorized to enforce suspensions in alignment with school and district policies.

- Classroom discipline procedures are the responsibility of the individual teacher. However, severe misbehavior, including, but not limited to, fighting, openly defying adults, and possession of weapons or illegal drugs, will result in the student being sent immediately to the office to meet with the principal or their designee.

- Depending on the severity and circumstances, further action may be required, such as detention, suspension, or expulsion. In these instances, parents will be notified by phone, postal service, or email.
- Classroom teacher: 1-2 days (from the classroom)
- Site Administrator: Up to 5 days
- District Authority: Admin Placement, Due Process, Stipulated Expulsion, Suspended Expulsion, Disciplinary Hearing, and Expulsion

The following strategies will be implemented in the upcoming school year to further address the school's suspension and expulsion rates. These initiatives aim to support non-discriminatory disciplinary practices and foster a safe and productive learning environment.

STRATEGY 1	The school will expand the use of restorative justice practices, providing students with opportunities to repair harm and rebuild relationships instead of facing exclusionary consequences.
STRATEGY 2	The school will enhance access to mental health resources and counseling services to address the underlying causes of disruptive behavior.
STRATEGY 3	Social-emotional learning (SEL) programs will be integrated into the curriculum to help students develop critical interpersonal and self-regulation skills.

NOTIFYING TEACHERS OF DANGEROUS PUPILS

ED Code Reference

EDC §§ 32282(a)(2)(D), 49079, 48900

APPENDIX B.3

Confidential teacher notifications transform safety protocols into proactive measures, balancing accountability with the rights of every student.

California Education Code §§ 32282(a)(2)(D) and 49079 require schools to notify teachers and essential staff about students with documented histories of engaging in dangerous or unlawful acts to ensure school safety.

The legislation includes a "duty to warn of violent propensities," requiring notifications to be made confidentially and based on documented incidents or reasonable suspicion of specific unlawful behaviors that have occurred within the past three years.

The law empowers schools to mitigate risks, foster a safe environment, and uphold legal obligations for confidentiality and non-discrimination by equipping educators and relevant staff with actionable knowledge.

Notifications are made to the teacher and other designated parties in a confidential manner. Teachers receive or are provided reasonable access to pertinent information and reports.

The District may review information spanning up to three school years. If a district officer or employee knowingly fails to disclose information about a pupil with violent tendencies, they may be found guilty of a misdemeanor. Penalties for such a failure include up to six months of imprisonment and/or a fine of up to \$1,000.

Notifications are confidentially provided to teachers and other designated personnel, ensuring sensitive information is handled appropriately. Educators have direct access or reasonable opportunities to obtain pertinent reports and information to address safety concerns.

PROCEDURES FOR TEACHER NOTIFICATION

1. During the first week of each semester, the school secretary shall provide the teacher with a list of students in their classes who have been deemed to have violated or who are reasonably suspected of violating EDC § 48900.
2. The teacher will receive daily emails identifying students with schedule changes who attend their class and are deemed to have violated or are reasonably suspected of violating EDC § 48900.
3. The teacher will receive daily email notifications of students who have violated or are reasonably suspected of violating EDC § 48900 that day.
4. Through the district's student information system, the teacher will have access to a list of students in their classes who have violated or who are reasonably suspected of violating EDC § 48900.

The following strategies are in place to address staff concerns and provide targeted support for identified students.

STRATEGY 1	Upon enrollment of new students with known behavioral issues, administrators, counselors, and parent(s) will meet to formulate a support plan outlining behavior expectations, parental involvement, and school interventions to support the student and ensure campus safety.
------------	--

DISCRIMINATION & HARASSMENT POLICY

ED Code Reference

EDC §§ 32282(a)(2)(E), 234.4

Board Policy Reference

BP 5145.3:
Nondiscrimination/Harassment

APPENDIX B.4

Strong discrimination and harassment policies enhance academic outcomes, foster safety and belonging, and help reduce disciplinary incidents in schools.

A safe school is one where every person is seen, valued, and supported. Safety encompasses more than physical protection—it includes emotional security, equitable treatment, and a deep sense of belonging.

EDC § 32282(a)(2)(E) reinforces this standard by requiring schools to adopt proactive policies that prevent harassment, discrimination, and hate. These commitments are not procedural—they are structural, shaping the daily experience of students and staff.

When schools lead with inclusion, uphold accountability, and respond with care and clarity, they create an environment where engagement deepens, trust grows, and learning becomes truly accessible to all.

Research across education and psychology consistently demonstrates that students who feel safe, included, and connected to their school community are more likely to focus, engage, and succeed academically (American Psychological Association, 2020; Learning Policy Institute, 2022; BMC Public Health, 2024). Moreover, schools that take proactive steps to prevent harassment and build belonging see fewer disciplinary issues and a stronger school climate (Journal of School Psychology, 2019; CASEL, 2023; NCSSLE, 2023).

Training is pivotal in fostering a culture of awareness and proactive intervention against harassment and discrimination. According to the California Department of Education, 28% of K-12 students reported experiencing bullying or harassment in 2022. The District mandates training that equips staff with tools to recognize, address, and prevent harmful behaviors, understand legal standards, and promote inclusivity. The school further expands on these trainings by offering tailored strategies to address its unique challenges.

The school has tailored strategies to address its unique safety needs while aligning with district-wide goals. This approach draws on data-driven insights to create solutions that

enhance safety, foster inclusivity, and address the root causes of discrimination and harassment.

The school is undertaking the following initiatives to more assertively support a climate free from harassment and discrimination.

STRATEGY 1	Restorative Justice Circles: To repair harm and build a sense of community, addressing high rates of exclusionary discipline practices in California schools. (Public Policy Institute of California, 2021).
STRATEGY 2	Peer Support Networks: Empowering students to support one another in a structured and safe manner.
STRATEGY 3	Cultural Competency Initiatives: Activities that celebrate diversity and educate about equity are vital for California’s student population, which is 78% of students of color (CDE, 2022).

Transparent and accessible complaint and investigation procedures are essential for building trust within the school community. These systems ensure timely, fair, and thorough responses to allegations, provide clear guidance on reporting processes, and maintain confidentiality while safeguarding the rights of all parties.

California Code of Regulations, Title 5, § 4600 et seq., requires the District to provide for the prompt and equitable resolution of any discrimination, harassment, intimidation, and bullying complaints made to the District.

As such, the procedures listed below are in place for all schools within the District.

- Any student, parent, or interested third party or organization who wants to report an instance of discrimination, harassment, intimidation, and bullying, a complaint must file the complaint with the school district no later than six months from the date the incident occurred or the date the person first obtained knowledge that the incident occurred.
- The District shall conduct and complete an investigation of the complaint within 60 days of receiving it and prepare a written decision.
- During this process, the person responsible for filing the complaint is allowed to provide evidence that they believe supports the allegations.
- The district decision should include (1) findings of fact; (2) conclusions of law; (3) disposition of the complaint; (4) the rationale for such disposition; (5) corrective actions, if necessary; (6) notice of the right to appeal the district’s decision to the California

Department of Education (CDE) within 15 days; and, (7) the procedures to be followed to initiate such an appeal. If the school district fails to follow these rules, a complaint can be filed directly with the CDE.

- The District has 60 days to complete an investigation and provide a written decision to the person filing the complaint.
- If the person disagrees with the findings of the investigation, they have the right to appeal those findings within 15 days of receiving the decision to the CDE.
- An appeal to the California Department of Education can be filed should the District fail to provide a written response. This appeal must be received by the Department within 15 days of the date the response was due.

STUDENT-LED INITIATIVES

Student-led initiatives play a pivotal role in fostering inclusivity and safety by addressing discrimination and harassment within schools. Research shows that schools implementing such programs have reported a 25% increase in students feeling safe and respected on campus (U.S. Department of Education, 2022).

The school has introduced the following student-led activities as targeted strategies to address discrimination and harassment.

ADDRESSING HATE CRIME

The term "hate crime," in its broadest sense, refers to an attack on an individual or their property in which the victim is intentionally targeted because of their race, color, religion, national origin, gender, disability, or sexual orientation.

Every year, thousands of Americans are victims of such hate crimes. Schools are not immune from such intolerance and violence. Teenagers and young adults account for a significant proportion of the country's hate crimes, both as perpetrators and as victims.

The District diligently monitors incidents involving graffiti vandalism, malicious destruction of property, threats, and/or intimidation for any evidence that an activity is motivated by hate.

Activities determined to contain incitements to violence, threats, or intimidation of a particular group are reported to police.

Hate Crime Reporting Procedures

Step 1: Immediate Safety

- If the situation poses immediate danger, call 911 and ensure the safety of all individuals involved.

Step 2: Reporting the Incident

Any student, parent, staff, or community member can report a hate crime.

Reports can be made:

- In person to a school administrator or counselor.
- Via email to the school administrator.

Step 3: Documenting the Incident

The staff member receiving the report will document the incident, noting:

- Date, time, and location of the incident.
- Individuals involved.
- Description of the incident (e.g., verbal threats, physical assault, vandalism).
- Witnesses (if any).

Step 4: Notification and Support

- Notify the parent(s)/guardian(s) of students involved, respecting privacy laws.
- Offer immediate support to the targeted individual(s), such as counseling or safety measures.

Step 5: Investigation

- The school administrator will initiate an investigation within 1 business day, collaborating with district compliance staff or law enforcement if necessary.
- The investigation will include interviews with involved parties and a review of any evidence.

Step 6: Resolution and Follow-Up

- Appropriate disciplinary or corrective actions will be taken based on district policies and legal guidelines.
- A summary of the findings and actions will be shared with the involved parties while maintaining confidentiality.
- Provide ongoing support to ensure a safe, inclusive environment.

Hate Crime Reporting Procedures

Step 7: Reporting

- Incidents identified as hate crimes must be reported to the district office and local authorities (as required by law).

SCHOOL-WIDE DRESS CODE

ED Code Reference

EDC § 32282(a)[2](F)

Board Policy Reference

BP 5132: Dress and Grooming

APPENDIX B.5

Students' clothing must not present a health or safety hazard or interfere with the educational process.

The school promotes a positive, distraction-free learning environment by implementing a student dress code that reflects safety, practicality, and inclusivity. Rooted in Ed Code § 32282(a)(2)(F), the District dress code prohibits offensive expressions and gang-related attire while prioritizing functional clothing that minimizes distractions, mitigates safety risks, and supports full participation in the school day.

By consistently applying a gender-neutral policy to all students and enforcing it fairly, the school reinforces a secure and respectful culture where students can thrive academically and socially.

Research underscores the value of equitable dress codes in creating safer, more inclusive school environments. The National Center for Education Statistics (2020) found that standardized dress policies reduce disciplinary infractions and peer-to-peer conflicts, while previous research in the *Journal of School Health* highlights their role in fostering equity and improving school climate by reducing perceptions of bias. Aligned with this evidence, the District's dress code policy establishes clear standards for student dress and grooming.

In addition to district-wide guidelines, the school adapts dress code regulations to address specific needs and contexts. These tailored policies include:

- Allowing sun-protective clothing for outdoor activities, such as hats, SPF-protective apparel, sunglasses, and other medically necessary items approved by the principal.
- Establishing reasonable dress and grooming standards for students participating in extracurricular activities or special school events.
- Permitting coaches and teachers to set stricter attire requirements for certain sports, extracurriculars, or specialized classes to align with safety or performance needs.

The following list outlines prohibited apparel at school or during school-related activities. Its purpose is to maintain a safe, respectful, and distraction-free environment.

UNACCEPTABLE APPAREL

- Apparel that presents a health or safety hazard or interferes with the educational process.
- Clothing that is see-through. (clothing must be opaque).
- Clothing or accessories that show profanity, obscene words or pictures, sexually suggestive statements, or incites violence.
- Clothing representing gang-related activities, such as gang or tag-related clothing/apparel, that incites confrontation or provokes hostility between or among students, including bandanas.
- Clothing/apparel promoting violence, weapons, tobacco, drugs, alcohol, or other controlled substances.
- Clothing with text that is libelous or constitutes bullying, harassment, or discrimination.
- Pajamas, bathrobes, or related sleep attire.
- Head coverings may not be worn inside classrooms or offices, except at the attendance of a sporting or other similar event, or if the head covering is required by religious doctrine.
- No bare feet and no slippers - shoes must be worn at all times.

SAFE INGRESS AND EGRESS

ED Code Reference

EDC § 32282(a)[2](G)

Board Policy Reference

AR 0450: Comprehensive Safety Plan

APPENDIX B.6

Each day, thousands of children travel to and from school, underscoring the significance of effective ingress and egress procedures in contributing to a safe learning environment. As such, EDC § 32282(a)[2](G) mandates schools include specific procedures for the arrival and departure of students, access by visitors, and responses to emergency scenarios in their CSSP.

Many streets and roadways pose safety challenges for students, parents, and staff en route to or from school, often lacking features such as sidewalks, safe crossings, separated bicycle lanes, or multi-use paths. Moreover, risks such as increased vehicle traffic, child predators, bullying, and street violence further complicate daily commutes. By establishing well-planned ingress and egress measures, schools can help reduce these hazards, improve efficiency, and promote a safer experience for everyone accessing school facilities.

ARRIVAL / DEPARTURE PRACTICES

Effective management of school arrivals and departures is essential for reducing congestion and enhancing student safety. Achieving this requires collaboration among diverse stakeholders—students, staff, parents, law enforcement, city planners, and school officials—each contributing valuable insights to create a safer environment.

Utilizing the 5E's framework—Education, Engagement, Enforcement, Engineering, and Evaluation—the school has identified key challenges and developed practices to facilitate safe ingress and egress, promoting cooperation and responsible behavior.

Outlined below are the strategies the school employs to achieve these goals.

- Student drop-off and pick-up areas are distinctly separate from bussing areas and monitoring during peak times.
- Staff supervise student loading and unloading during bus arrivals and departures.
- No parking is permitted in the drop-off lane in front of the school. Drivers must remain in their vehicle at all times, and be prepared to move forward in the lane as space permits.

STUDENT DROP-OFF/PICKUP LOCATIONS

Implementing well-designed drop-off zones can lead to a 25% reduction in pedestrian injuries, as evidenced by studies highlighting the effectiveness of such measures. This statistic underscores the critical role that structured and supervised drop-off areas play in enhancing student safety during peak school hours.

PEDESTRIAN AND CYCLIST ROUTES

Implementing dedicated pedestrian and cyclist routes through Safe Routes to School (SRTS) programs has been associated with a 23% reduction in injury rates among school-age children.

This significant decrease highlights the effectiveness of structured pathways and safety education in protecting young commuters.

ARRIVAL/DISMISSAL SUPERVISION

Supervised arrival and dismissal procedures play a significant role in fostering a safe and organized school environment. Research from the Safe Routes to School (SRTS) program highlights how structured and well-monitored transitions support student safety and contribute to a seamless flow during these critical times. By adopting evidence-based strategies, the school reinforces its commitment to safety while ensuring compliance with legislative requirements.

CAMPUS ACCESS BY VISITORS

Effective visitor management is essential for maintaining a safe and secure school environment. According to research by the National Center for Education Statistics (NCES), schools implementing structured visitor access systems achieve higher safety standards while minimizing unauthorized entries. These measures reflect the school's proactive commitment to protecting its community while fostering trust and inclusion.

Below are the school's visitor management procedures that balance campus security with a welcoming approach for approved guests.

- **Single Point of Entry:** All visitors must enter campus through a designated main entrance. Secondary gates and doors remain secured during school hours to control access.

- **Visitor Sign-In and Identification:** Visitors are required to sign in at the front office, present government-issued identification, and wear a visible visitor badge at all times while on campus.
- **Purpose Verification:** Staff confirm visitor's reason for being on campus (e.g., meeting, volunteering, pickup) and verify appointments or pre-approval when applicable.
- **Escort or Restricted Access Zones:** Visitors are either escorted to their destination or restricted to specific areas (e.g., front office, library) unless authorized for broader access.
- **Visitor Log and Data Retention:** A digital or paper visitor log is maintained daily, including date, time, name, ID type, and purpose of visit. Records are retained per district policy and reviewed as part of annual safety audits.

GATE SECURITY

Establishing a clear schedule for locking and unlocking school gates is a practical and essential element of school safety plans. According to the National Center for Education Statistics, 97% of public schools control building access during school hours, underscoring the importance of regulating entry points. Timed gate operations reduce unauthorized access during instructional periods and facilitate smoother transitions during arrival and dismissal. This approach aligns with situational crime prevention strategies, which focus on minimizing opportunities for security breaches through structured, evidence-based measures.

Gate	Lock Schedule
Front Gate	7:30- Front gate is open and students enter campus through the Evolv Machine. 8:15- Front gate is locked. Students must enter through the Evolv and then the front office. 2:46- Front gate is unlocked for student dismissal

ADDITIONAL MEASURES TAKEN DURING EMERGENCIES

In emergencies, additional ingress and egress measures are essential for maintaining safety and order. Strategies such as designated evacuation routes and restricted entry points help manage the flow of people and vehicles, reduce congestion, and ensure first responders can act quickly and efficiently. These practices align with established emergency management protocols and strengthen the school's capacity to protect students and staff.

The following outlines the specific measures in place to enhance ingress and egress during emergencies.

- **Designated Evacuation Routes:** Establish clear and rehearsed evacuation routes to enable smooth movement and avoid bottlenecks.
- **Emergency Vehicle Access Lanes:** Provide dedicated lanes to allow first responders direct access to critical areas and ensure rapid response.

IMPROVEMENT STRATEGIES

Safe and efficient ingress and egress are essential for the school's daily operations and emergency preparedness. Enhancing these procedures involves strategic planning and evidence-based practices that tackle key challenges while ensuring compliance with legislative requirements. Building on the effectiveness of current measures, the strategies outlined below aim to further strengthen the school's approach.

SAFE AND ORDERLY ENVIRONMENT

ED Code Reference

EDC § 32282(a)[2](H)

Board Policy Reference

BP 5145.9: Hate-Motivated Behavior

AR 0450: Comprehensive Safety Plan

BP 1240: Volunteer Assistance

BP 5144: Discipline

APPENDIX B.7

Each year, the school establishes a clear, site-specific definition of what safety looks like in daily practice—both on campus and among staff and students. Safety is not conceptual; it is operational. It is reflected in how space is organized, how behavior is supported, how staff are deployed, and how expectations are communicated. A safe and orderly environment is the result of deliberate planning and consistent execution.

ECD § 32282(a)(2)(H) requires schools to set annual goals, supported by SMART objectives, that strengthen both social and physical environments. These goals must be site-specific, based on current needs, and include a clear implementation plan.

The goals below represent the school’s safety priorities—shaped by data, aligned with leadership and community input, and embedded in daily operations. They guide how time is used, how staff are supported, and how the campus fosters safety, learning, and trust.

TIMELINE OF MAJOR ACTIVITIES

Activities	Type	2025-2026				2026-2027				2027-2028			
ROAR Assembly	SE	x	x										

PE: Physical Environment

SE: Social Environment

SOCIAL ENVIRONMENT: GOAL 1

ROAR Assemblies

OBJECTIVE 1

To establish and maintain school wide objectives of ROAR

ACTIVITY 1

ROAR Assembly

All student will attend an assembly on ROAR Expectations each semester.

Lead(s): Dustin Grijalva

Resources:

- Time: 02h00m Cost: 0.00

EVALUATION

In collaboration with PBIS, analyze discipline/referral data

RESOURCE SUMMARY

Social Environment Resource Requirements Summary		
Resources: 1	Time: 2.0h0m	Cost: \$0.00

RULES AND PROCEDURES ON DISCIPLINE

ED Code Reference

EDC § 32282(a)(2)(I)

Rules that are understood and followed predictably form the cornerstone of a disciplined, safe space.

Student behavior is governed by clearly defined school rules and a structured approach to discipline, as required by EDC § 32282(a)(2)(I). These rules apply in all settings—classrooms, common areas, buses, and while traveling to and from school—and are designed to promote safety, order, and respect. Staff are responsible for teaching expectations and enforcing consequences consistently to maintain a focused, disruption-free environment where learning can thrive.

School policy outlines how behavioral expectations are supported, communicated, and enforced. It reflects the school's values and ensures a fair and transparent process for addressing misconduct. By establishing clear procedures and consistent consequences, the policy helps prevent escalation, protect instructional time, and reinforce a safe and respectful school environment. Families are encouraged to review these expectations at home to help students understand the purpose of school rules and reinforce a school culture that is safe, respectful, and focused on learning.

STUDENT CODE OF CONDUCT

The Student Code of Conduct defines how students are expected to engage with others and the school environment each day. It supports consistent expectations, equitable treatment, and a shared sense of responsibility. The code reflects the school's commitment to respect, inclusion, and accountability—creating conditions where all students feel safe, valued, and ready to learn.

PARENT AND STUDENT NOTIFICATIONS

Clear communication ensures that all students and parents are well-informed about the Student Code of Conduct. This approach enhances understanding, builds trust, and encourages consistent collaboration among all stakeholders.

The Code of Conduct is communicated through multiple channels, including:

- **Enrollment Packets:** Each family receives a copy of the Student Code of Conduct as part of the enrollment process, ensuring immediate awareness of our expectations.

- **Orientation Events:** At the start of the school year, the Code of Conduct is discussed during orientations to clarify expectations and answer questions directly.
- **Student Handbook:** Families and students can access the Code of Conduct through the Student Digital Handbook, available online for easy reference.
- **Digital Access:** The Code of Conduct is also hosted on our school website, ensuring it is accessible 24-7.
- **Classroom Discussions:** Teachers review the Code of Conduct with students to foster understanding and alignment with classroom expectations.

CODE OF CONDUCT

1. **Responsible: Be ready to learn, clean up after yourself, take care of YOUR needs**
2. **Organized: Use agenda planner, be prepared, monitor your grades**
3. **Accountable: Turn in work on time, Be on time, Show integrity**
4. **Respectful: Keep your hands and feet to yourself, Use language appropriately, Respect others privacy**

CLASSROOM STANDARDS

Appropriate behavior is a shared priority for all staff, fostering an environment where students can focus on learning and growth. Violations of the code of conduct hinder a student's own learning and can disrupt the learning of others. Addressing behavioral issues takes valuable time away from instruction, which impacts the entire classroom.

To maintain a productive learning environment, each teacher establishes clear classroom standards that align with the school's expectations. These standards are prominently displayed in the classroom and communicated to families at the start of the school year.

- Respect others' right to learn by listening when someone is speaking.
- Come to class prepared with the necessary materials and ready to engage.
- Speak and act respectfully to classmates and staff—disruptive or hurtful language is not allowed in class.
- Use classroom materials and equipment responsibly; damaging or misusing items is not permitted.
- No cell phones out in class/on campus.

SCHOOL SAFETY RULES

School safety rules provide clear, actionable guidelines that aim to protect students, staff, and visitors. The rules address key aspects of campus security and safety, including emergency preparedness, behavior management, and the safe use of facilities. By following these practical measures, the school provides a structured approach to minimizing risks and maintaining a safe learning environment. The rules are enforced consistently and reviewed regularly to adapt to evolving safety needs and standards.

LUNCH RULES

Lunch period rules at Larrea Middle School are established to maintain a safe, orderly, and enjoyable environment for all students. These rules outline expectations for behavior in the cafeteria and designated eating areas, ensuring cleanliness, respect, and efficiency during meal times. Clear procedures are in place to manage lines, seating, and waste disposal to promote a positive and organized experience. Consistent enforcement of these guidelines helps minimize disruptions, allowing students to enjoy their break in a safe and respectful setting.

- Students must consume meals in designated eating areas.

SEVERE CLAUSE

Due Process Protections

- EDC § 48911 requires that, prior to suspension, a student be informed of the reason, given the opportunity to present their version, and have the incident investigated.
- Students must not be removed without this minimum due process unless there is an emergency situation.

Emergency Removal Conditions

- If a student poses a "clear and present danger", immediate removal is permitted—but a conference must follow "as soon as possible."
- Reference: EDC § 48911(c)

Documentation Requirements

- Written records of the incident, investigation, witness statements (if applicable), and actions taken must be kept.
- Documentation supports compliance, appeal rights, and Uniform Complaint Procedures under Title 5, CCR § 4600.

Parent/Guardian Notification

- Required under EDC § 48900.5. Parents must be notified in a timely manner and provided with information about the incident and their student's rights.

Consideration of Alternatives to Suspension/Expulsion

- Schools must consider restorative practices, counseling, and behavior supports before suspension for most Ed Code § 48900 violations (except mandatory expulsion offenses).
- Reference: EDC § 48900.5(a)

Equity and Nondiscrimination

- Disciplinary actions must comply with EDC §§ 220 and 234.1, which prohibit discrimination and require safeguards for students with disabilities, English learners, and marginalized groups.

504/IDEA Protections

- If a student has a 504 Plan or IEP, additional procedural protections under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and the Individuals with Disabilities Education Act (IDEA, 20 U.S.C. § 1400 et seq.) must be followed (e.g., manifestation determinations before long-term removal).

Behavioral Support Referral

- In non-expellable cases, a behavioral plan or counseling referral should be documented to show a good faith effort to support student improvement, in alignment with EDC § 48900.5 and relevant procedural protections.

RESTORATIVE JUSTICE

The school uses Restorative Justice (RJ) practices to augment other disciplinary actions to foster accountability, empathy, and community healing by addressing the underlying causes of behavior and encouraging open dialogue. Research suggests RJ can help reduce suspensions and cultivate a positive school climate and stronger relationships between students and staff. Combined with social-emotional learning (SEL), RJ empowers students with essential skills to manage emotions constructively, resolve conflicts effectively, and repair harm, contributing to a more inclusive and supportive school environment.

Some of the school's current restorative justice activities and initiatives are listed below.

- **Restorative Conferences:** These facilitated meetings involve offenders, victims, and community members to discuss the impact of an offense and agree on steps to repair harm.

- **Social-Emotional Learning (SEL) Integration:** Combining RJ with SEL programs helps students develop self-awareness, empathy, and responsible decision-making.
- **Conflict Resolution:** Solving issues together with students and staff present.

PESTICIDE RELEASE NEAR SCHOOL

ED Code Reference

EDC § 32284, §§ 17608-17613, § 48980.3

Board Policy Reference

AR 3514.2 Integrated Pest Management

APPENDIX B.10

Healthy schools start with thoughtful policies that protect students from environmental risks like pesticide exposure.

Few issues are as immediate and personal as the air students breathe and the spaces they inhabit. California's Education Code requires schools to confront pesticide exposure head-on and implement policies to shield students and staff from these risks. This goes beyond compliance, reflecting a commitment to making schools places of safety, health, and learning for every child.

The District has an Integrated Pest Management plan (IPM) in place. The Plan addresses the requirements of the Healthy Schools Act (HSA), which encourages schools and child-care centers to use effective, least-toxic pest management practices.

The Plan acknowledges that pesticide applications or other toxic substances have the potential to drift onto school properties, posing immediate risks to students and staff and long-term concerns due to residual exposure.

PREVENTATIVE STEPS

To mitigate these risks, state laws mandate buffer zones around schools to prevent accidental exposure. As an additional safeguard, the school actively monitors pesticide applications on adjacent properties and any activity that could inadvertently affect the school environment.

The school's preventative strategies are outlined below.

1. The District sends a letter to all registered pesticide companies within the District boundaries, citing the legislation and asking the proprietor to advise the school before any pesticide applications or knowledge of toxic substance release.

PESTICIDE RELEASE NOTIFICATIONS

The California Healthy Schools Act (HSA) mandates clear communication with school communities, including annual notifications of expected pesticide applications and pre-application alerts for individual treatments.

Following the HSA's strict guidelines allows the school to effectively inform parents, staff, and students about pesticide use and safety measures.

The school's notifications activities are described below.

1. **Records:** Each school (or the District) is required to keep records of all pesticide use for four years and make them available to the public upon request.

STAFF TRAINING

All district and school staff must complete at least one hour of annual Integrated Pest Management (IPM) training. The Healthy Schools Act (HSA) mandates that anyone applying pesticides on school grounds—including exempt pesticides and disinfectants—must complete this training to ensure proper and safe application practices.

SECTION 3

DISASTER PREPAREDNESS: OVERVIEW

ED Code Reference

EDC § 32282(a)(2)(B); Gov. Code §§ 8607, 3100; AB 1858 (2024)

Board Policy Reference

BP 3516: Emergencies and Disaster Preparedness Plan

AR 3516: Emergencies and Disaster Preparedness Plan

APPENDIX C.1

The strength of a district's preparedness plan is measured by the readiness of its schools.

The District's Disaster Preparedness Plan provides a coordinated framework to protect life, preserve learning, and sustain operations under emergency conditions. The Plan equips schools to assess risk, respond decisively, and recover with resilience.

Structured into modular annexes—each addressing a critical function or threat—the Plan supports unified action across all four phases of emergency management. Annexes are reviewed annually and refined based on evolving risks, legislation, and After-Action Reports to ensure every site remains ready and responsive.

EMERGENCY PLAN FRAMEWORK

The District's Emergency Response Plan (ERP) establishes the operational backbone for managing emergencies across all schools—grounded in statute, aligned to standards, and built for readiness.

Legal and Regulatory Alignment: Aligned with the Standardized Emergency Management System (SEMS), the Incident Command System (ICS), and the California Emergency Services Act (California Government Code § 8607), with the National Fire Protection Association (NFPA) 1600 serving as the guiding framework.

Phase-Based Planning: Addresses mitigation, preparedness, response, and recovery with scalable, role-based procedures.

Defined Structure and Oversight: Articulates purpose, scope, governance, access controls, and legal authorities to guide implementation and accountability.

Standardized Terminology: Includes a shared lexicon to ensure clarity and interoperability across sites and with responding agencies.

Continuous Improvement: Maintained through a structured cycle of training, updates, site assessments, drills, and After-Action Reports.

Site-Specific Implementation Within a Districtwide Framework: Each school applies district-defined protocols adapted to its site-specific risks, with oversight through training, evaluation, and annual review.

RISK AND HAZARD ASSESSMENTS

Conducting risk and hazard assessments in schools is an ongoing process, one that is essential for identifying hazards, understanding their potential impact, and developing strategies to mitigate risks to life, property, and the environment.

By systematically analyzing hazards, vulnerabilities, and potential consequences, schools can focus on implementing low-cost or phased solutions while laying the groundwork for long-term risk reduction efforts. This approach enhances preparedness and aligns with evidence-based practices that strengthen school safety.

Risk assessments are pivotal in preventing human-caused incidents, including threats of violence.

Risk = Probability x Vulnerability x Consequence

Schools use HZ Online to document risk assessments by applying the risk equation: Risk = Hazard/Threat (Probability) × Vulnerability × Consequence. This model equips schools to identify and manage risks affecting operations, daily activities, field trips, athletic events, special events, and school travel.

While many hazards can be addressed with minimal cost or effort, others may require integration into long-term maintenance and improvement plans, such as those identified in Section 2.7: Safe and Orderly Environment. Risk assessments are central to consequence management, reducing adverse outcomes, including individual injury, property damage, operational disruption, and reputational harm.

Workplace Violence Site Hazard Identification

The school has implemented a Workplace Violence Prevention Plan (WVPP) in compliance with California Labor Code § 6401.9. The WVPP includes employee participation, site-specific hazard identification, incident reporting procedures, annual training, and record-keeping. Elements of the WVPP align with broader emergency response protocols to ensure consistency across all safety planning.

AID AND MUTUAL AID AGREEMENTS

The District has established formal agreements with external agencies to address potential gaps in facilities, equipment, or personnel that may arise during emergencies. These agreements also enable public agencies, such as the American Red Cross, to utilize school buildings, grounds, and equipment as mass care and welfare shelters in the event of disasters or other emergencies that impact public health and safety.

The Emergency Operations Center (EOC) Director oversees the negotiation and management of these aid agreements, with final approval granted by the Superintendent or designee.

Site-specific Incident Commanders are responsible for conducting an annual review of agreements related to their locations (e.g., Evacuation Center Agreements). They ensure the agreements are updated as needed and address any identified deficiencies.

Agency	Aid Agreement Summary
District Maintenance & Operations	Contact District Maintenance and Operations Director Brett Jergensen. (760)955-3201 ext. 10223

DISASTER PREPAREDNESS: SERT/ACT

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

California's Standardized Emergency Management System (SEMS), established under the Petris Bill (California Government Code § 8607), serves as the foundation for the state's coordinated emergency response framework. SEMS is fully integrated into the school's emergency plan, ensuring that responses to emergencies and disasters are organized, scalable, and interoperable. By aligning with SEMS, schools support consistent communication, resource coordination, and collaboration with local and state emergency services during all phases of emergency management.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

The National Incident Management System (NIMS) expands upon SEMS by addressing multi-jurisdictional coordination at a national level. Issued in 2003 and still in effect, Homeland Security Presidential Directive 5 (HSPD-5) mandates NIMS integration to unify procedures and ensure interoperability across all levels of emergency management. Both the district and school emergency plans incorporate NIMS to unify internal and external responses and ensure consistency with federal, state, and local protocols.

INCIDENT COMMAND SYSTEM (ICS)

The Incident Command System (ICS) underpins the school's emergency plan and aligns it with the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Recognized as best practice in emergency management, ICS provides a unified operational structure for establishing priorities, allocating resources, defining roles, and ensuring clear and effective communication during critical incidents.

ICS's scalable and flexible design makes it an invaluable asset to the district's and school's emergency response plans. The adoption of ICS facilitates seamless coordination with external agencies, enhances adaptive capability to diverse types of emergencies, and fosters a common operating picture, which, in turn, helps to execute efficient response and recovery operations.

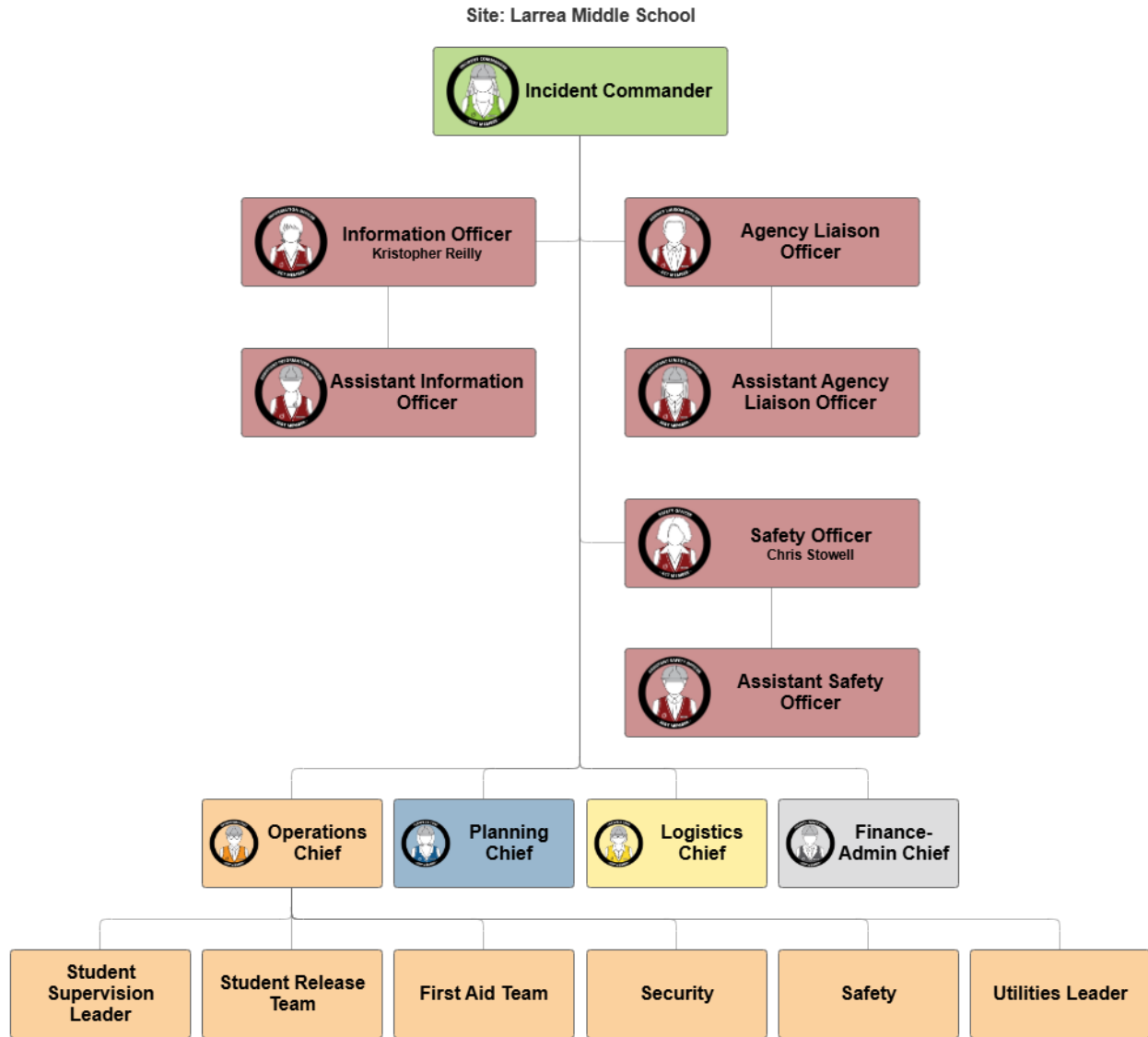
SCHOOL EMERGENCY RESPONSE TEAM (SERT)

Adhering to the ICS organizational framework, the School Emergency Response Team (SERT) leads the on-site response to emergencies until external first responders arrive, if required. Upon engagement, the command transitions to a "Unified Command" structure, where representatives from emergency agencies collaborate with the school's Incident Commander to plan, delegate, and execute response actions jointly.

SERT assignments are based on personnel suitability, availability, and relevant training, which may differ from the school's standard organizational chart. This flexible approach ensures an effective response tailored to the situation's needs while aligning with ICS principles.

SERT Position	Primary Responsibility
Incident Commander	Provide overall leadership and decision-making during an emergency for the site, ensuring safety and achieving response objectives.
Assistant Information Officer	Support the Information Officer (ACT member) at the site level by executing communication strategies and activities.
Assistant Safety Officer	Assist the Safety Officer (ACT member) at the site level by monitoring safety conditions, identifying hazards, and ensuring response activities prioritize the safety of students, staff, and responders.
Assistant Liaison Officer	Assist the Liaison Officer (ACT member) at the site level by attending to parent and non-tactical group needs and concerns.
Operations Chief	Direct all tactical response activities, coordinate resources, and implement the Incident Action Plan (IAP) at the site.
Utilities Team	Shut off utilities as directed, act as an on-site point of contact for utility companies, perform minor maintenance, and assist the Maintenance Team as needed.

SERT Position	Primary Responsibility
Security Team	Perform building sweeps when authorized, assist individuals unable to evacuate, and conduct light search and rescue operations.
Safety (Sweep/SAR) Team	Perform building sweeps when authorized, assist individuals unable to evacuate, and conduct light search and rescue operations as directed.
First Aid Team Team	Provide First Aid, set up treatment/triage areas, conduct triage, administer care, maintain records, arrange transport, and follow EMS instructions to ensure safety.
Student Supervision Team	Supervise and care for students (<i>and staff as needed</i>) during evacuations or extended emergency situations.
Student Release Team	Facilitate safe student release, ensure reunification with authorized individuals, and assist families through the process.
Planning Chief	Gather and analyze intel, develop the IAP, and maintain documentation for the incident at the site.
Logistics Chief	Coordinate and provide all resources, services, and support needed for effective emergency response at the site.
Finance/Admin Chief	Manage financial aspects, track costs, and oversee administrative functions for the site during the incident.



ADMINISTRATIVE COMMAND TEAM (ACT)

The Administrative Command Team (ACT) is the district-level entity that leads the District's emergency preparedness and response efforts, providing strategic leadership throughout all phases of incident management. ACT aligns with NIMS principles and California's SEMS.

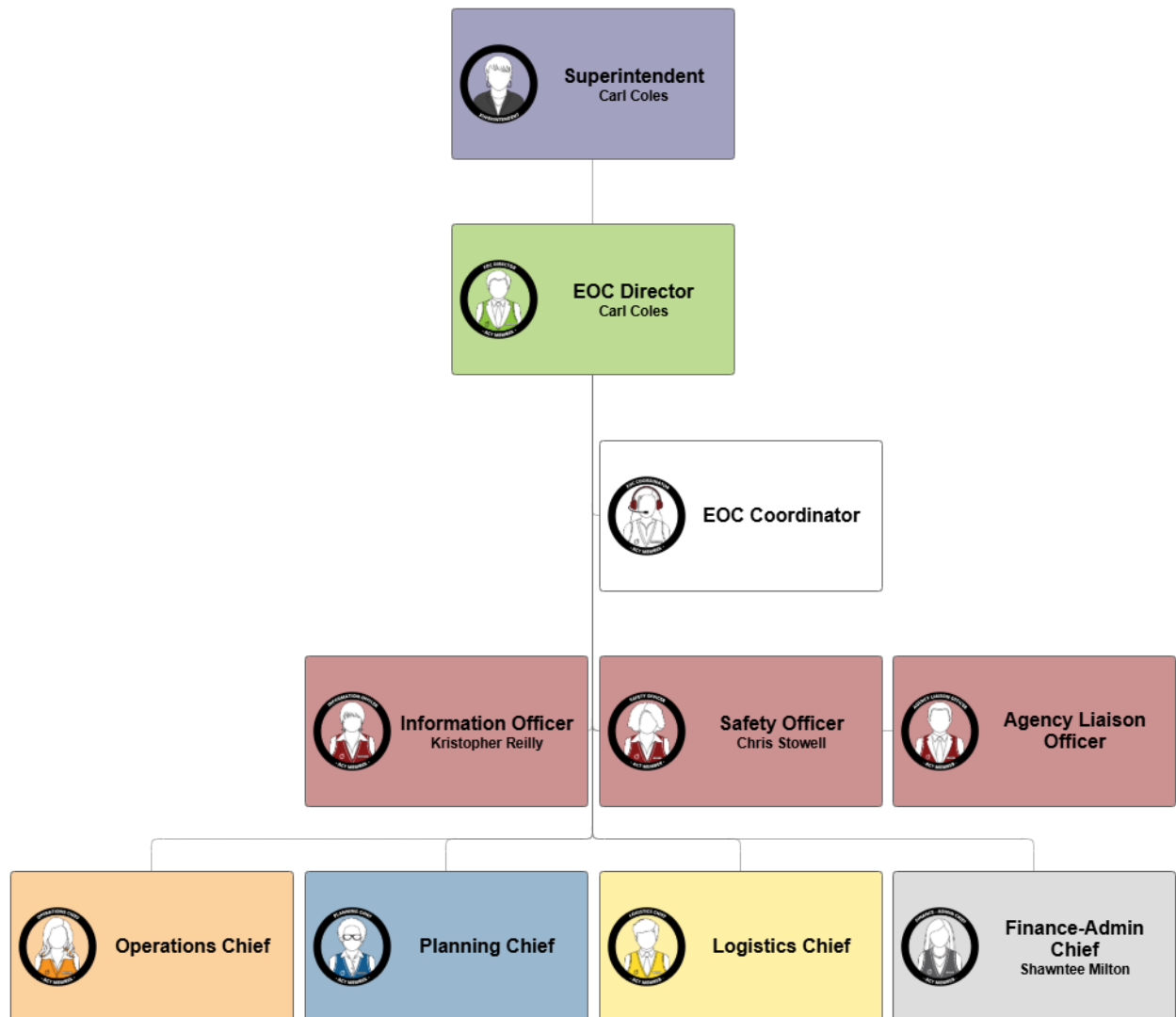
ACT plays a critical role in supporting schools and sites during emergencies by coordinating efforts, maintaining an organized response, and guiding transitions from response to recovery. Their activities include establishing a clear command structure, effectively procuring and managing resources, and facilitating communication between schools, emergency responders, assisting agencies, and stakeholders.

In non-emergency times, ACT focuses on prevention through comprehensive planning and risk mitigation strategies to reduce the likelihood of crises and improve efficiencies should one occur. By proactively addressing potential risks, ACT helps schools build more robust systems for safety and preparedness.

The ACT framework operates within the Incident Command System (ICS), allowing it to adapt to the scope and complexity of each situation. The ACT Command and General Staff positions are summarized below.

ACT Position	Primary Responsibility
EOC Director	Provide overall leadership for district emergency response and recovery activities, set strategic direction, manage ACT, support Incident Commanders, liaise with the Superintendent, and ensure timely and accurate stakeholder communication.
Information Officer	Manage all incident-related communication activities efficiently, facilitating the delivery of accurate and timely information to the public and stakeholders.
Safety Officer	Assess hazards, review Incident Action Plans to safeguard personnel and student safety, and mitigate risks throughout incident operations.
Liaison Officer	Coordinate with external agencies and serve as the point of contact between the District and supporting organizations, including parent groups, during emergencies.
Operations Chief	Direct all district-level tactical response activities, manage district resources, and coordinate site-level tactical operations and resource requests.
Planning Chief	Gather, analyze, and disseminate information to support decision-making, develop the Incident Action Plan, and document all decisions and activities.
Logistics Chief	Provide, procure, and track required resources and services to support an effective response.
Finance/Admin Chief	Manage financial, administrative, and cost-related activities associated with the incident.

District: Victor Valley Union High School District



UNIFIED COMMAND

The School Emergency Response Team (SERT) leads on-site response efforts until first responders arrive, if necessary. Once emergency agencies are present, the command may transition to a “Unified Command” structure under the Incident Command System (ICS).

Unified Command brings together representatives from all responsible agencies, including the school’s Incident Commander and the ACT, to form a unified team.

Members of the Unified Command collaboratively establish common objectives and strategies for managing the incident while maintaining each agency’s authority, responsibility, and accountability. This is accomplished without losing or abdicating agency responsibility.

EMERGENCY OPERATIONS CENTER

The District operates an Emergency Operations Center (EOC) to support schools in effectively managing and responding to incidents.

The EOC, whether running as a physical location or virtual space, is the central point for coordinating response and recovery activities, information gathering and analysis, and resource management.

It is staffed by the Administrative Command Team (ACT), a group of central administrators trained and authorized to execute their designated responsibilities.

The SERT Incident Commander or their delegate leads collaboration with the EOC, ensuring seamless communication and alignment in response efforts.

DISASTER SERVICES WORKERS

All public school employees are designated as disaster service workers under California Government Code § 3100(a). This designation applies during declared emergencies—including natural, man-made, or war-related events—that threaten life, property, or public resources. As disaster service workers, employees may be assigned duties necessary to protect public health and safety, in accordance with district emergency protocols and applicable laws.

Pursuant to Article XX, Section 3 of the California Constitution and Government Code §§ 3100–3109, all public employees are required to take and subscribe to an Oath of Allegiance upon employment. This oath affirms their duty to support and defend the Constitutions of the United States and the State of California, and to faithfully discharge their responsibilities. The District ensures this oath is administered and documented as part of its onboarding process.

DISASTER PREPAREDNESS: PROTOCOLS

The District utilizes a standardized approach to emergency management through the Hour-Zero School Emergency Program (referred to as the District Emergency Response Plan). This comprehensive framework incorporates hazard assessments, mitigation strategies, emergency preparedness, response protocols, and initial recovery measures, ensuring a unified and effective approach to school safety.

All protocols and procedures are documented and regularly updated on HZ Online, a secure web-based platform that provides authorized users with access to the latest information. The Plan's all-hazard methodology addresses a wide range of emergencies, with protocols categorized into two distinct types – Functional and Incident-specific protocols.

FUNCTIONAL (ALL-HAZARD) PROTOCOLS

Functional Protocols are the building blocks of all responses at the school. All staff and students are required to be well-versed in and be able to execute all the functional protocols.

Staff receive detailed guidance on each functional protocol—including recommended execution steps—through classroom summaries, quick-reference guides, posters, and other materials and applications. Protocols are periodically updated to align with current industry standards, evolving best practices, and guidance from first responders.

To maintain operational security, only brief overviews of these protocols are included here.

Protocol	Used When
ALL-CLEAR	Used to advise when an incident is brought to closure.
ON-ALERT	Used to advise of a possible emergency, communicate pertinent instructions, and provide an opportunity to account for students.
LOCK-DOWN	Used when there is a threat of violence INSIDE the building or on campus.
HOLD AND SECURE	Used when there is a security threat or criminal activity that is off campus and/or unrelated to school.

Protocol	Used When
SHELTER-IN-PLACE	Used to direct and control movement inside the school building when it is safer to remain inside and there is no threat of violence (i.e., door locking is not required). The reason for the protocol will dictate where to shelter.
DROP-COVER-HOLD	Used during incidents related to potential structural damage or falling/flying debris, e.g., earthquakes, tornadoes, and explosions.
EMERGENCY EVACUATION	Used when it is safer to be outside the building than inside.

INCIDENT-SPECIFIC PROTOCOLS

Incident-specific protocols are a set of actions used to address a particular emergency, covering a broad range of incidents, including power failures, bomb threats, natural disasters, and incidents of violence.

These protocols provide guidance to general staff, School Emergency Response Team (SERT) members, and Administrative Command Team (ACT) members on how to respond to specific incidents. Maintaining situational awareness and exercising good judgment are constantly stressed.

The following table lists the incident-specific protocols currently documented in the Plan.

- The protocols are detailed in the District Emergency Plan and are consistent throughout the District.
- These protocols are considered tactical responses and are, therefore, confidential.
- Earthquake, Wildfire, and Active Assailant protocols summaries have been highlighted here. The summaries exclude ACT-related considerations.

LEVEL 1 PROTOCOLS		
Assault/Fighting	Disturbance	Extreme Heat
Food Poisoning	Inclement Weather	Injured Person - Minor Injury
Insect Problem	Medical Emergency	Power Failure (Prolonged)
Severe Vandalism	Suspicious Person	Thunder/Lightning Storm
Trespassing/Unauthorized Visitor	Wildlife/Animal on Grounds	

LEVEL 2 PROTOCOLS		
Bomb Threat	Bus Accident - Non-Fatal	Influenza
Serious Injury or Illness	Missing Child	Suicide on District Property
Suspicion of Weapon(s)	Train Derailment	Utterance of Threat

LEVEL 3 PROTOCOLS		
Abduction - Attempted Abduction	Active Assailant	Armed Intruder
Assault - Physical	Assault - Sexual	Bus Accident - Fatal Injuries
Earthquake	Explosion	Fire Incident
Flooding	Gas Leak	Hazardous Spill
Hostage Taking	Infectious Disease	Plane Crash
Severe Wind	Shooting/Stabbing	Sour Gas
Tornado	Tsunami	Wildfire

Protocol	Incident-Specific Procedure Summary
Earthquake	Effective earthquake protocols in schools emphasize immediate safety measures, hazard assessment, and organized evacuation procedures. Key actions include "Drop-Cover-Hold," maintaining distance from hazardous areas, and activating the Incident Command System (ICS) for structured emergency response. Post-earthquake steps focus on injury assessment, facility sweeps, and ensuring communication with the Emergency Operations Center (EOC). Additional protective measures are addressed through district-level mitigation strategies related to infrastructure, communications, and transportation. Key Points in the Protocol Immediate Action: At the first sign of tremors, staff must call out "Drop-Cover-Hold" and ensure minimal movement to a safe location. Post-Shaking Hazards: Assess the environment for injuries, structural damage, and hazards before initiating evacuation. Outdoor Safety: If outdoors during an earthquake, move to open areas, away from buildings, utility wires, and other potential dangers, and remain there. Incident Command Activation: The ICS ensures a coordinated response, including assigning roles, issuing protocols, and developing Incident Action Plans (IAPs). Documentation and Review: Complete an ERP Incident Summary Report within 72 hours to document actions taken and facilitate future improvements.

Protocol	Incident-Specific Procedure Summary
Wildfire	When a wildfire warning is issued near a school, Incident Command must be activated to assess the situation and determine the appropriate protocols, such as On-Alert, Shelter-In-Place, or Evacuation. The Emergency Operations Center (EOC) and School Emergency Response Team (SERT) coordinate tasks, monitor air quality, and manage communications to ensure the safety of students and staff. Post-incident actions include documentation, debriefing, and evaluating the response to improve future preparedness. (Also see Section 3.5 Fire Defensibility) Key Points in the Protocol Incident Command Activation: Begin by assessing the situation and activating the School Emergency Response Team (SERT) to handle tasks and develop an Incident Action Plan (IAP). Air Quality Management: If Shelter-In-Place is required, ensure all doors and windows are properly sealed to address immediate air quality concerns. Evacuation Protocols: If evacuation is necessary, implement a controlled process to transport students and staff to secure locations safely. Effective Communication: Draft and distribute approved communications for parents, staff, and media, and monitor social media for potential issues. Post-Incident Actions: Conduct debriefings, address rumors, and file required reports, such as ERP 122: Incident Summary Report, within 72 hours.

Protocol	Incident-Specific Procedure Summary
Active Assailant	When faced with an active assailant, rapid situational assessment and decisive action are crucial for safeguarding students and staff. Immediate protective measures, such as Lock-Down or evacuation, combined with effective communication and coordination with law enforcement, are essential to managing the crisis. Incident Command activation and post-incident evaluation ensure structured response and continuous improvement. Key Points in the Protocol Situational Awareness: Staff and students must maintain situational awareness and adapt actions (e.g., run, hide, or fight) as the situation evolves. Immediate Protective Actions: Upon recognizing a threat, issue immediate protective directives, such as "Lock-Down," and contact 9-1-1 without delay. Incident Command System (ICS): Activate ICS promptly, assigning roles to manage communication, safety protocols, and coordination with law enforcement. Support Law Enforcement: Provide access to building maps, security systems, and updates to assist responding officers in neutralizing the threat. Post-Incident Recovery: Conduct debriefings, file incident reports, and activate crisis intervention teams to support emotional recovery and evaluate response effectiveness.

STUDENT RELEASE

Controlled student release, commonly referred to as reunification, is an essential component of a comprehensive school emergency plan. In emergencies or disasters, traditional student release procedures may be unsafe, impractical, or inoperative. The purpose of reunification protocols is to ensure that students are expeditiously and safely reunited with their parents or guardians while maintaining accountability.

The following procedures have been developed to prioritize student safety and align with best practices in school emergency management.

- A Parent-Child Reunification Area will be established. Parents will be notified of the Reunion Area's location at the time of the emergency. The location may not be at the school—it will depend on the specifics of the emergency.
- Parents/Guardians will be required to fill out a Student Release Request Form. This ensures all students are accounted for at all times, and students are only released to authorized individuals.
- Students will only be released to an individual designated as a legal guardian or emergency contact on the student's Emergency Card, which is completed at the time of school registration. Please be sure to keep this information current with your school, as the school will only release a child to someone listed as an Emergency Contact — there will be no exceptions.
- Valid identification is required to pick up a child. This is required to protect all children from unauthorized individuals attempting to pick up a student. Even if school personnel know the person picking up a child, they must still present identifications because the school may receive assistance from other schools or outside agencies.
- Parents/Guardians or authorized emergency contacts must sign for the release of your child. This is extremely important, as it ensures the child and other students are accounted for at all times.
- Once a parent/guardian has been reunited with their child, they will be asked to leave the area immediately.
- If a parent/guardian is unable to pick up their child, the child will be kept at the Parent-Child Reunification Center until alternate arrangements can be made. The child will be supervised by a member of the Release Team at all times.

STUDENT RELEASE NOTIFICATIONS

Student release during an emergency is a critical process that requires clear, timely, and empathetic communication with parents and guardians. The following procedures and best practices are designed to ensure a smooth and efficient student release process while prioritizing the safety of students and staff and maintaining trust with families.

Initial Notification:

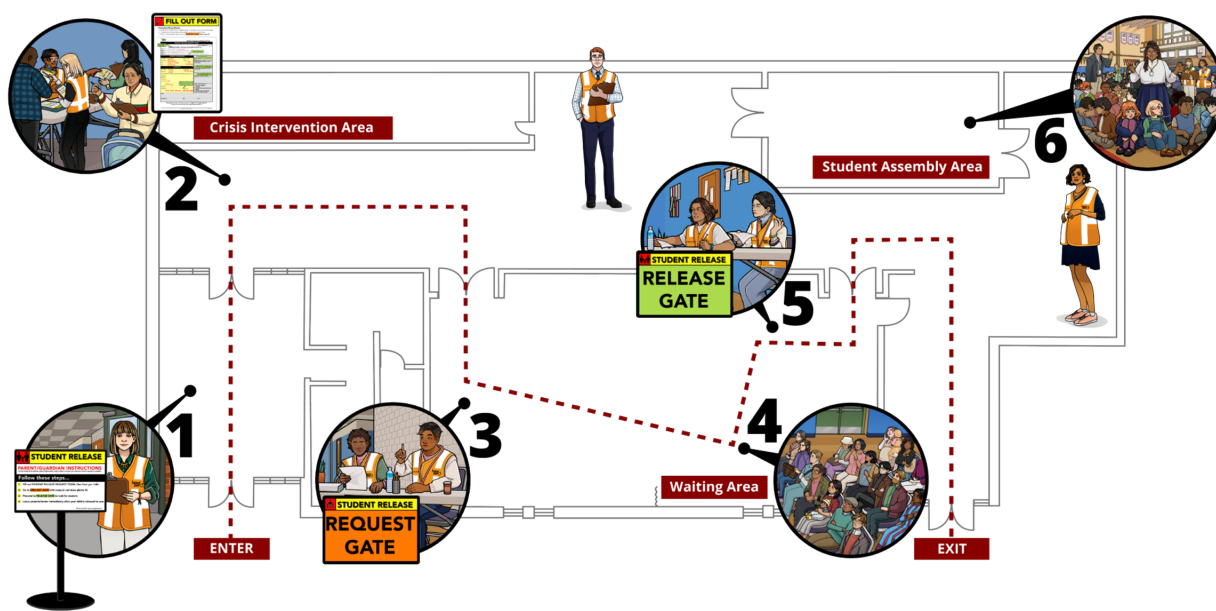
- Parents/guardians are informed of the situation and that a controlled student release process is in progress.
- This notification outlines safety measures and asks for patience as procedures are followed to ensure student safety.

Release Instructions (Detailed information will be provided, including)

- Release locations (e.g., reunification sites or designated pick-up areas)
- Required identification for student release (e.g., photo ID)
- Step-by-step process to collect students safely and efficiently

Follow-Up Updates:

- Regular updates will be sent to keep parents informed of progress, expected wait times, or changes to the process.
- A final notification will confirm when all students have been safely released.



CRISIS COMMUNICATIONS

Communication is a vital part of the District's emergency response efforts. The Crisis Communications Procedures outlined in the District plan provide clear guidance for managing communication at both the District and school levels during and after emergencies.

The District and school are committed to informing parents, guardians, and other stakeholders about emergency situations involving their child's school as quickly as is safe and practical. However, during the initial response phase, priority is always the safety of students and staff. Resources are first directed to life safety activities, which may delay parent notifications temporarily.

To reach stakeholders effectively, the District employs various communication methods, including email, mass notification, text messages, social media, and phone calls. The choice of method depends on factors such as safety, speed of delivery, reliability, and the availability of communication infrastructure. Using multiple methods helps ensure broader reach and message reliability.

The notification process follows the structure outlined in the Crisis Notification Network List. The severity of an incident, categorized as Level 1, 2, or 3, determines the scope and order of notifications. As incidents escalate, more individuals and groups are notified to ensure appropriate responses.

By adhering to these processes, the District ensures that communication supports emergency response efforts while keeping stakeholders informed in a responsible and practical manner.

- **First Alert:** Upon notification or observation of an emergency, always notify those whose lives may be in immediate danger first. E.g., If there is a volatile intruder or trespasser in the school, announce/call out Lock-Down at the school first, and then proceed with other notifications (unless notifications can be done simultaneously).
- **Call 9-1-1.** If first responder assistance is needed, call 9-1-1. If able to do this simultaneously with notifying those whose lives may be threatened, then do so. (E.g., Activate lock-down at the school via HZ Alert, while calling 9-1-1)
- **Level 1 Notification.** Schools will advise the District Administrative Command Team (ACT) via the designated email or HZ Alert within 24 hours of the incident occurring. If media or external agencies become involved, advise ACT at the time of the incident.
- **Level 2 Notification.** Schools must notify ACT at the time of the incident via the designated email protocol or using HZ Alert.
- **Level 3 Notification.** Schools must notify ACT at the time of the incident via the designated email or HZ Alert.
- **Parent notifications** take priority over other external (non-responder) notifications.

Initial Notification:

- A brief message alerts parents to the emergency, confirms student safety (if known), and outlines immediate steps being taken.

Resolution Notification:

- A final update informs parents when the emergency has been resolved and provides the next steps, such as student release or continued monitoring.

Situation Update: Follow-up messages provide more details, including:

- The nature of the emergency (if appropriate and confirmed).
- The actions being taken by the school and emergency responders.
- Any instructions for parents, such as staying away from the campus or gathering at a reunification site.

DISASTER PREPAREDNESS: TRAINING

Schools implement a robust training program that supports staff in understanding the School Emergency Plan, knowing their roles and responsibilities, and confidently executing all functional protocols.

The district establishes a mandated training curriculum based on jurisdictional needs and in compliance with applicable state and federal requirements. The site administrator is responsible for ensuring all required courses are completed and for coordinating supplemental sessions to reinforce site-specific procedures.

Students participate in class-level instruction and school-wide emergency drills to build familiarity with safety procedures in a trauma-informed and age-appropriate manner.

All training and drill activities are documented in HZ Online, providing a centralized and accessible record for compliance monitoring and continuous improvement.

DRILLS AND EXERCISES

Practical drills and exercises are integral to a school's emergency preparedness efforts, providing staff and students with scenario-based opportunities to apply training in a controlled, supportive environment. These activities help to enhance readiness, reinforce functional protocols and foster confidence in the school's response capabilities.

Site administration is responsible for scheduling and overseeing a series of drills designed to address potential emergency scenarios each year.

ACTIVE SHOOTER DRILL GUIDELINES

An active shooter drill may be incorporated into the school's emergency plan. If chosen, the drill must prioritize the emotional well-being of students and staff while providing essential preparedness training.

In accordance with EDC § 32282(a)(2)(K), active shooter drills must follow specific state-mandated safeguards. The following guidelines reflect statutory requirements and current best practices for implementation in school settings.

Prohibition of High-Intensity Drills:

The school must not conduct high-intensity drills that mimic actual shooter scenarios. As such, the school may not use:

- Theatrical makeup or simulated injuries.
- Acting by individuals as assailants or victims.
- Simulations that require students to engage in active resistance.
- Real weapons, gunfire blanks, or explosions are strictly prohibited.

Trauma-Informed Approach:

- Drills must be developed with input from school personnel, including mental health professionals.
- Content and terminology used in drills must be age-appropriate and considerate of developmental levels.
- Language should be clear, calm, and focused on safety procedures without introducing fear or distress.

Access to Support Materials:

Schools must provide contact information for school and community-based resources and share it with parents, students, and staff before and after the drill.

- Local organizations focused on gun violence prevention.
- Mental health counseling services.

Notification Requirements for Active Shooter Drills:

- Active shooter drills must adhere to the following notification rules.*(See Drill Notifications below)*

Drill Type	Required Drills /YR	Frequency
Earthquake: Secondary	2	Once per semester
Fire: Elementary Intermediate	10	Once per month
Lock-Down	3	Tri-annually

DRILL NOTIFICATIONS

As a best practice, staff and parents should be informed well in advance, with clear details about the date, time, type of drill, and any specific instructions. Timely reminders help reinforce awareness and encourage participation.

Notifications should explain the purpose of the drill, emphasizing its role in enhancing preparedness rather than responding to an active threat to avoid unnecessary alarm.

When notifying parents, schools should provide clear instructions on how they should respond during the drill, such as avoiding calls or visits to the school to prevent disruptions.

Using multiple communication channels helps ensure messages reach all stakeholders. The school's notification methods are listed below.

SPECIAL NOTIFICATION REQUIREMENTS FOR ACTIVE SHOOTER DRILLS

Parents and Guardians must:

- Be notified in advance about the drill, its purpose, content, and expected duration.
- Be notified of the upcoming drill during the week it is scheduled to take place.
- Be given the option to have their child excluded from the drill.
- Be provided with follow-up communication on the day the drill concludes.

Teachers, administrators, and school personnel:

- Must be informed in advance about the drill and its duration.

Participants:

- Students and staff must be clearly informed that it is a drill immediately before it begins, and again notified upon its conclusion.

NOTIFICATION METHODS

- Mass Notification

- Email

DISASTER PREPAREDNESS: FIRE DEFENSIBILITY

ED Code Reference

EDC § 32282(a)(2)(B)(i)

APPENDIX C.5

Wildfires have become a persistent and intensifying threat to many California schools. For campuses located in High or Very High Fire Hazard Severity Zones, the law now requires schools to better prepare for these devastating events. To that end, Cal Fire has developed Fire Hazard Severity Zone (FHSZ) maps using a science-

based and field-tested model that assigns a hazard score based on the factors that influence fire likelihood and fire behavior.

Under EDC § 32282(a)(2)(B)(i), as amended by AB 2968 (2024), public schools serving more than 50 students in designated fire zones must develop a site-specific plan for early evacuation and communication. The intent is unambiguous: act early when conditions warrant it—don't wait for a formal evacuation order. Protect life while the window remains open.

For these schools, fire defensibility planning is essential. Coordinating with the local Operational Area, maintaining defensible space, preparing alternate evacuation routes, and understanding the logistics of moving staff and students under pressure are all foundational to a safe and timely response.

The practices outlined here reflect CAL FIRE guidance and support individuals tasked with making high-consequence decisions under rapidly evolving conditions.

To guide those decisions, the school applies the Ready–Set–Go! Wildfire Framework:

- **Ready.** Maintain clear emergency access, defensible space, and fire-hardened structures
- **Set.** Monitor fire behavior, confirm communication protocols, stage transportation and staff
- **Go.** Evacuate early based on local threat conditions, not just formal orders

This framework provides school leaders with the clarity and authority they need to act decisively before conditions shift and safe options become unavailable.

FIRE HAZARD SEVERITY ZONE

The school is located in a High Fire Hazard Severity Zone

EARLY NOTICE EVACUATION WARNING

Effective wildfire response depends on the ability to recognize site-specific risks early and act before conditions become unmanageable. Evacuation decisions made under pressure must be effective, early, and decisive—especially when time is limited and official orders may not yet be in place.

As required by EDC § 32282 and AB 2968, the Fire Evacuation Trigger table identifies conditions that may warrant early evacuation based on fire behavior, operational constraints, and threats to safe egress. The tool supports evacuation readiness through clear, observable indicators tailored to site-specific wildfire risk.

The table supports decision-making by the site Incident Commander while maintaining alignment with district protocols and coordination procedures established by the Operational Area. Each entry prompts a timely assessment, real-time documentation, and, when appropriate, early action to protect life and safety.

A list of individuals authorized to issue an early evacuation warning, along with the communication methods used to notify stakeholders, is provided below.

Evacuation Trigger	Threshold	Assessment
Operational Area or Fire Incident Advisory	Direct advisory or recommendation from Fire IC, Operational Area EOC, or law enforcement.	Follow advisory protocol. Log decision rationale in ICS Form 214. Initiate evacuation process unless new information allows delay.
Evacuation Orders or Warnings in Adjacent Zones	Evacuation Order or Warning issued for a neighboring zone that shares access or egress routes with school.	Assess potential loss of safe evacuation routes. Notify district and begin controlled release or staging for full evacuation.
Red Flag Warning Conditions	Red Flag Warning issued by NWS for the current day or the following 24 hours.	Increase campus situational awareness. Secure outdoor equipment, review internal comms, and prepare transport resources. No automatic evacuation.
Air Quality and Smoke Conditions	AQI exceeds 200 (Very Unhealthy) <u>AND</u> fire activity may compromise visibility or air safety.	Prioritize indoor sheltering. Assess if smoke impacts visibility or evacuation conditions. Evacuate only if a fire threat is also present.

Evacuation Trigger	Threshold	Assessment
Roadway or Access Threats	Nearby fire activity threatens primary or secondary evacuation routes.	Activate alternative egress plan. Coordinate with traffic control (LE, transportation). Begin release/staging to preserve life safety.
District or Superintendent Directive	Directions to evacuate or shelter from District EOC or Superintendent's office.	Implement the directive and activate the internal ICS plan. Log all actions and times. Coordinate updates via district communication channels.
Structure Protection Advisory	CAL FIRE or local fire agency recommends application of fire-retardant foam or gel to school buildings.	Coordinate with responding agency. Foam/gel is not to be applied by school staff. Timing is critical; product must be applied within operational window and may require reapplication to maintain effectiveness. Activate only if recommended and integrated into site's ICS or pre-fire defensibility planning.

AUTHORITY RESPONSIBLE FOR ISSUING EARLY WARNING

- Superintendent
- CBO
- Risk Manager
- EOC Director
- Principal
- Incident Commander
- CAL Fire
- Sheriff

COMMUNICATION METHODS

- Mass Notification Technology
- Email

- Texts
- Social Media

EVACUATION CENTERS

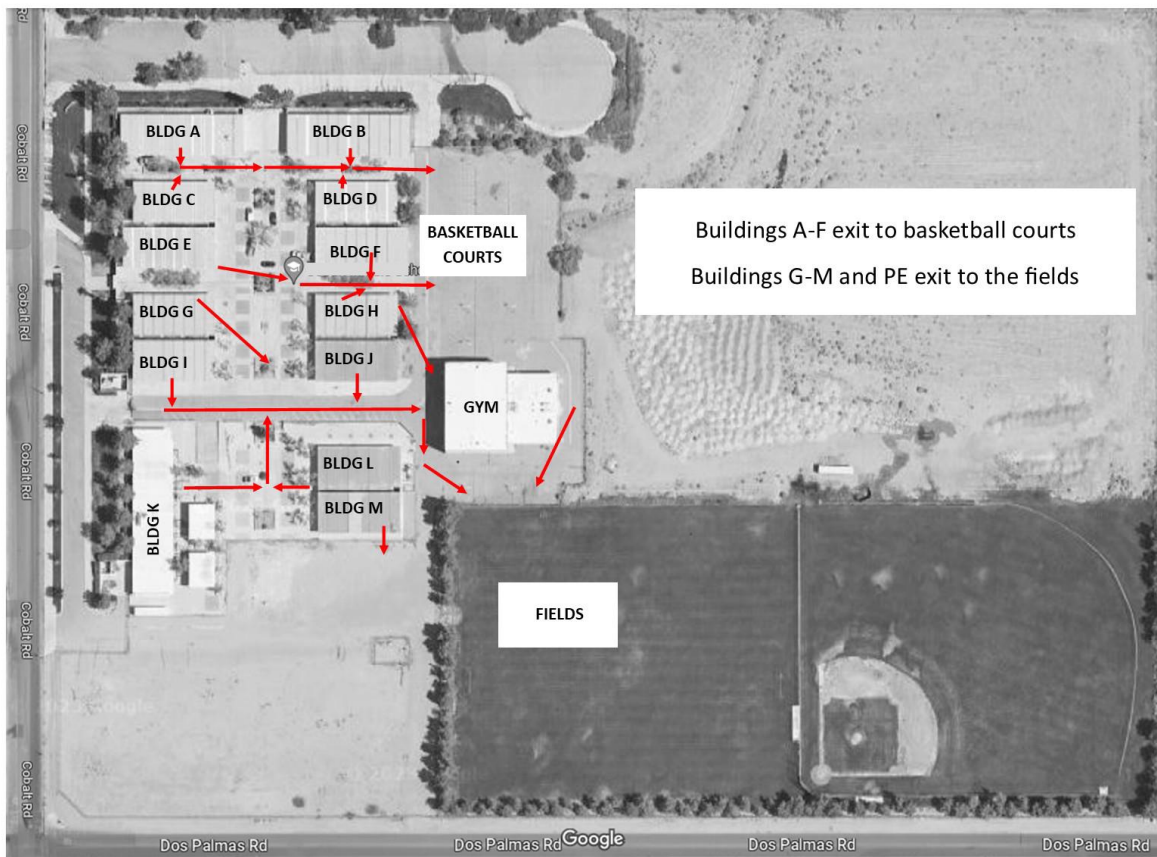
Location Name	Street	City	State
Hook Junior High School	15000 Hook Blvd	Victorville	California

ACCESS, EGRESS, AND EVACUATION ROUTES

Effective wildfire evacuation depends on maintaining clear access for emergency responders and unobstructed egress for students, staff, and transportation. For schools in High or Very High Fire Hazard Severity Zones, evacuation planning takes into account road width, slope, fuel exposure, visibility, and the potential for route obstructions due to fire behavior or emergency response activities.

The maps that follow identify primary and secondary evacuation routes, alternate egress options, staging areas, and known limitations such as single-road access or vegetation encroachment.

Evacuation routes are reviewed annually to confirm compliance with access standards and ensure readiness in the event of wildfire conditions.



WATER SUPPLY AND FIRE SUPPRESSION RESOURCES

Water sources available on campus are used to support structure protection during wildfire conditions. These include fixed infrastructure, such as hydrants or other dedicated water access points for emergency response. All water sources are clearly marked, unobstructed, and maintained in operational condition.

Portable fire extinguishers and building-mounted hose reels are available for initial fire response where appropriate. These resources are not intended to replace fire agency response but are maintained as part of the school's overall readiness.

The map and list that follow identify the type and location of all on-site water supplies and fire suppression resources. Staff verify these assets annually and coordinate with local fire personnel as part of pre-incident planning.

DISASTER PREPAREDNESS: ANCILLARY

CRISIS INTERVENTION

The District Crisis Intervention and Response Plan outlines evidence-informed procedures to identify, assess, and stabilize student behaviors or mental health concerns that may present a risk to the individual or others.

As defined by the *National Association of School Psychologists (NASP)*, crisis intervention seeks to *prevent escalation, restore psychological safety, and connect students to appropriate supports* in the face of *emerging threats, concerning behaviors, or acute distress*.

These interventions are designed to *interrupt potential harm BEFORE it leads to a broader school crisis*. Core strategies include:

- Early Intervention and Prevention - Anti-bullying programs, peer mediation programs, social skills training, self-esteem building, conflict resolution, etc.
- Threat Assessment Protocol - Direct/Indirect/Veiled/Conditional
- Activation Processes - Imminent Threat/Moderate Threat/Low Threat
- Responsible Reporting and Fair Notice
- Guidelines for re-entry into School
- Loss and Bereavement
- Grief Counseling

SECURITY INITIATIVES

School security initiatives focus on implementing practical, layered measures to protect students, staff, and visitors from potential threats. These measures include physical safeguards, various technologies, and procedural enhancements that promote a secure and welcoming campus environment.

The school has implemented the following security initiatives:

- Single point of entry with signage to guide visitors and restrict access
- Staff visibly present during arrival, lunch, and dismissal for supervision and deterrence
- Locked-door policy during instructional hours with routine checks for compliance

EQUIPMENT AND SUPPLIES

Emergency equipment and supplies are essential for supporting effective responses to a variety of incidents, from natural disasters to medical emergencies. Schools must maintain a well-stocked inventory that includes first-aid kits, emergency shelter materials, communication tools, and evacuation resources to ensure the safety and well-being of students and staff. Regular maintenance, clear protocols, and proper training in the use of equipment are critical to maximizing their effectiveness.

SCHOOL EMERGENCY EQUIPMENT AND SUPPLIES

CRISIS RESPONSE

The crisis response component of the district's Crisis Intervention and Response Plan outlines the *organized, schoolwide actions taken AFTER a critical incident has occurred*—such as the death of a student or staff member, a violent event, a natural disaster, or another traumatic disruption to the school community.

Crisis response is activated in the aftermath of an event to support recovery, manage the emotional and psychological impact, and restore a sense of safety, trust, and routine across the school. The purpose of the crisis response activities is to address trauma in a way that mitigates or reduces the potential for long-term negative effects.

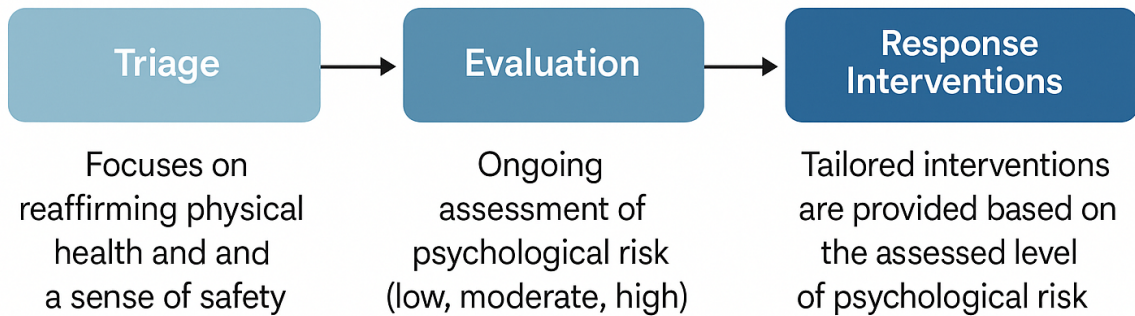
The response process typically involves three key stages:

1. **Triage:** Focuses on reaffirming physical health and creating a sense of safety.
2. **Evaluation:** Staff assigned crisis response responsibilities (*see ICS assignments*) continuously assess the psychological risk levels (low, moderate, high) of those affected, ensuring that appropriate interventions or self-care measures are implemented.
3. **Response Interventions:** Tailored interventions are provided based on the assessed level of psychological risk.

Response strategies may include, but are not limited to, the following activities:

Crisis Response Process

The process involves three key stages to address psychological needs following a school crisis.



OCCUPATIONAL SAFETY AND HEALTH

California school districts face several occupational safety and health issues that affect school employees, and by extension, these issues impact the schools where the employees work.

The District has a comprehensive program to address these issues, maintain an effective Injury and Illness Prevention Program (IIPP), and promote workplace health and safety. The program includes strategies to address a broad range of issues, including but not limited to:

Air Quality (SB 78, Title 8 CCR, Section 5141): Addresses ventilation and control of air contaminants in the workplace to ensure employee health.

Mold and Moisture (SB 655, Title 8 CCR, Section 3362): Requires the correction of conditions leading to indoor mold growth and moisture control to prevent health hazards.

Asbestos (Title 8 CCR, Section 5208): Regulates permissible exposure limits and mandates safe handling and removal practices for asbestos-containing materials.

Noise Pollution (Title 8 CCR, Section 5096): Establishes permissible noise exposure levels and requires hearing conservation programs for affected employees.

Art Hazards (Education Code Section 32060-32066, Title 8 CCR, Section 5194): Mandates evaluating and labeling art supplies for health risks.

Bloodborne Pathogens (Title 8 CCR, Section 5193): Requires an exposure control plan and training to protect employees from bloodborne infectious diseases.

Drinking Water (Safe Drinking Water Act, Title 8 CCR, Section 1524): Ensures safe and potable drinking water.

Heat Exhaustion (Title 8 CCR, Section 3395): Mandates measures to prevent heat-related illnesses among outdoor workers, including training and access to shade and water.

Lead Safety (Title 8 CCR, Section 1532.1): Regulates exposure to lead, requiring safety measures during its handling and removal.

Removal of PCBs (Toxic Substances Control Act, Title 8 CCR, Section 5192): Covers handling, cleanup, and disposal of polychlorinated biphenyls (PCBs) to minimize exposure risks.

Radon (Health and Safety Code Sections 105430-105437, Title 8 CCR, Section 5141): Encourages radon testing and mitigation in schools to protect indoor air quality.

Vapor Intrusion/Toxic Substance Control (Land Reuse and Revitalization Act, Title 8 CCR, Section 5194): Addresses mitigation of hazardous substances, including vapor intrusion, in workplaces.

Workplace Violence Prevention (SB 553, Title 8 CCR, Section 3343): Requires a workplace violence prevention program with an appropriate reporting system designed to protect employees.

The District's program addresses the elements required for an effective health and safety program as required by California school districts under the Injury and Illness Prevention Program (IIPP) standard (California Code of Regulations, Title 8, §§ 1509 and 3202).

RISK MANAGEMENT

The district maintains a robust risk management program designed to identify, analyze, assess, control, minimize, or eliminate unacceptable risks that may affect schools. These activities are integral to the Comprehensive School Safety Plan (CSSP), ensuring a secure and supportive environment for students, staff, and the community. Risk management activities reinforce the district's commitment to safety and operational continuity by proactively addressing risks and maintaining readiness.

Some of the core risk management activities and initiatives of the district that align with the goals of CSSP include the following:

- **Injury and Illness Prevention Program (IIPP) Implementation:** The IIPP supports physical safety and well-being by identifying and addressing hazards
- **Workers' Compensation Management:** Injury trend analysis guides risk reduction efforts that protect staff and maintain school safety.
- **Compliance with Health and Safety Regulations:** Enforcing compliance with OSHA, Title 8 CCR, and other regulations supports the CSSP mandate to ensure schools adhere to laws safeguarding the health of students, staff, and visitors.
- **Liability and Insurance Management:** Effective liability and insurance management ensures funds are available to respond to emergencies, supporting financial stability and operational resilience.
- **Environmental Health and Safety Oversight:** Managing asbestos, mold, air quality, and lead ensures a health-compliant environment for staff and students.
- **Workplace Violence and Safety Training:** Workplace violence prevention training supports required CSSP policies on bullying, harassment, and campus safety.

CONTINUITY OF OPERATIONS

The District's continuity of operation plans are designed to maintain educational delivery and essential administrative functions during and after a crisis. Schools must be equipped to handle unexpected disruptions caused by natural disasters, public health emergencies, or other unexpected incidents while adhering to CSSP requirements.

Business Continuity

Business continuity focuses on sustaining essential administrative processes and operations despite challenges and adverse conditions.

Highlights include:

- Critical Function Identification: Prioritizing key operations such as payroll, procurement, and facilities management to maintain stability.
- Emergency Backup Systems: Implementing secure, redundant data storage and access to maintain operational integrity.
- Staff Cross-Training: Preparing employees to handle multiple roles to ensure coverage during staff shortages or reassignments.
- Sustained Student Support: Developing contingency plans for meal program continuity and, if needed, expansion.
- Special Needs Services: Ensuring uninterrupted access to services for students with individualized education plans (IEPs) or other special requirements.
- Vendor and Partner Coordination: Maintaining communication with external partners for the timely delivery of services and supplies.

Instructional Continuity

Instructional continuity minimizes disruptions to learning, ensuring students remain engaged and supported during emergencies. The following activities reflect the requirements of Senate Bill 153 within the CSSP.

DISASTER RECOVERY

Disaster recovery activities are designed to sustain a resilient Information Technology (IT) infrastructure, ensuring the District remains operational during unforeseen disasters or emergencies. These activities encompass the recovery of critical technology platforms, telecommunications systems, and information systems that may disrupt business operations. Additionally, they prioritize the protection of sensitive student, staff, and district data against potential cyber threats, including data breaches and ransomware attacks.

DISASTER PREPAREDNESS: SPECIAL NEEDS

ED Code Reference

EDC § 32282(a)(2)(B)

Board Policy Reference

BP 0430: Comprehensive Local Plan for Special Education

BP 6159: Individualized Education Program

APPENDIX C.8

Emergency preparedness is strongest when it accounts for the diverse abilities and needs of every student.

Disaster preparedness for students with disabilities requires a structured, legally compliant approach that ensures safety and accessibility during emergencies. Schools are responsible under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and the Individuals with Disabilities Education Act (IDEA) for addressing diverse needs—including mobility, sensory, cognitive, and communication

challenges—through inclusive planning. Emergency procedures must align with standards such as NFPA 101: Life Safety Code and ICC A117.1 / ANSI A117.1: Accessible and Usable Buildings and Facilities, and include accessible routes, multi-modal alerts, and accommodations that provide equitable access to resources and response.

Impairment	Number of Students
Mobility	2
Visual	0
Auditory	0
Speech	10
Cognitive	0
Life-threatening Medical	0

STRATEGIES

Addressing the unique challenges faced by students with exceptional needs requires thoughtful planning and specific measures to ensure their safety is never compromised. Below are strategies the school has implemented to address the needs of students.

Strategy Type	Strategy	Equipment Required
Training	Conduct regular training on assisting students with varying abilities.	Training guides

SERVICE ANIMALS

Under the **Americans with Disabilities Act (ADA)**, specifically **Title II (28 CFR § 35.136)**, service animals must be accommodated during emergencies.

Definition and Legal Protections

Under the ADA, service animals are defined as dogs (or in some cases, miniature horses) individually trained to perform specific tasks for a person with a disability. Service animals are not required to have certifications, licenses, or identification. Schools must permit service animals in all areas where students, staff, or visitors are allowed, including classrooms, administrative offices, and common areas.

Emergency Response and Service Animals

- **Service Animal Inclusion in Plans:** Emergency response plans must account for the needs of individuals with service animals, ensuring safe evacuation without separating them from their animals.
- **Handling:** Students or staff with service animals must communicate specific needs and preferences for evacuations or emergency handling of the animal. These details should be documented in the individual's emergency plan and shared with key personnel, including first responders.
- **Coordination with First Responders:** First responders must be notified of service animals on campus and provided with relevant details to support the individual and the animal. Staff should be prepared to assist individuals and their service animals if necessary.

- **Supplies and Resources:** Emergency kits should include essentials for service animals, such as food, water, and waste disposal items.
- **Training and Drills:** Regular emergency drills must incorporate service animal accommodations to ensure all participants are confident in their roles. Staff training should emphasize non-invasive handling techniques to maintain the functionality and independence of service animals during emergencies.

PARENT/GUARDIAN CONSULTATION

The school collaborates with parents to develop effective emergency procedures tailored to the specific needs of their child. Staff actively gather information on medical conditions, required accommodations, and emergency medications, ensuring that individualized and inclusive plans are created. By maintaining open and ongoing communication, the school keeps parents informed and engaged, fostering trust and ensuring alignment with family expectations for their child's safety and well-being.

OTHER NOTE-WORTHY PREPAREDNESS ACTIVITIES AND INITIATIVES

The school has established processes for parents, staff, students, and other individuals to bring forth concerns related to the accommodation of special needs students during emergencies. This process is outlined in Section 2.1 Safety Planning Committee.

Public Input and Review

The process for public input on the plan's provisions for individuals with disabilities or access and functional needs is documented in Section 1.2: Safety Planning Committee.

OPIOID OVERDOSE PREVENTION

ED Code Reference

EDC § 32282.(a)(2)(K); EDC § 49414.3; SB 10

APPENDIX C.9

The inclusion of naloxone availability and staff training within school safety plans represents a pivotal step in addressing the opioid crisis.

The alarming increase in opioid misuse, notably the surge in fentanyl-related overdoses, has become a pressing threat to student safety across California. In October 2023, Senate Bill 10 (SB 10), known as Melanie's Law, was enacted in recognition of the urgency of this crisis.

The legislation requires all California public middle and high schools to integrate comprehensive opioid overdose prevention and response protocols into their CSSP.

OVERDOSE PREVENTION

Opioid overdose prevention begins with education, awareness, and proactive measures. Schools play a critical role in reducing the risk of opioid misuse by fostering a supportive environment, addressing underlying issues, and equipping students and staff with the knowledge to recognize warning signs and respond appropriately.

- **Education and Awareness:** Implement age-appropriate curriculum on the dangers of opioid use and safe practices.
- **Parent/Family and Community Involvement:** Host workshops to educate parents and caregivers about opioid prevention and warning signs.
- **Early Intervention Programs:** Collaborate with counselors to identify at-risk students and provide tailored support.
- **Foster a Positive School Climate:** Maintain a safe, supportive, and orderly environment for learning by regularly evaluating school climate data and setting goals to address identified gaps.
- **Train Staff:** Equip staff with skills to build protective factors in students and recognize signs of substance use and abuse.

- **Partnerships with Healthcare Providers:** Engage local health agencies to provide resources, screenings, and support for substance use prevention.

RESPONDING TO POSSIBLE OVERDOSE

Immediate response to a suspected opioid overdose is critical to saving lives. School personnel must follow clearly defined procedures and ensure staff act quickly and effectively.

Below is a summary of the critical steps staff should take to deliver immediate assistance and coordinate with emergency medical responders. These protocols are grounded in evidence-based strategies, adhere to guidance from the CDC and SAMHSA, and align with the District Medical Emergency Incident Protocol.

- **Recognize Symptoms:** Identify signs of overdose, such as slowed breathing, unresponsiveness, or blue-tinted skin.
- **Issue a Shelter-In-Place: Medical Emergency** Activate the school's emergency plan to promptly notify SERT, staff, and students about the necessary actions.
- **Call 9-1-1:** Notify emergency services immediately and provide accurate information.
- **Administer Opioid Antagonist:** If trained, administer naloxone following established guidelines. If the first dose does not produce a response, be prepared to utilize a second dose.
- **Provide Supportive Care:** Maintain the individual's airway and monitor their condition until emergency responders arrive.
- **Monitor the Person's Response:** Monitor individuals for at least 4 hours after the last naloxone dose or infusion discontinuation to detect recurring opioid toxicity, with extended monitoring recommended for overdoses involving long-acting opioids.

Naloxone, an FDA-approved opioid antagonist, effectively reverses opioid overdoses and saves lives. The school maintains a supply of naloxone for trained personnel, allowing for prompt administration during episodes of opioid overdose. Administering this medication can prevent fatalities and save valuable time for emergency responders.

The District and schools collaborate with local health departments to secure and maintain a supply of naloxone. California's Assembly Bill 1748 empowers schools to stock this life-saving medication and train staff in its proper use.

Staff are informed about naloxone availability and where it is stored on the premises. Supplies are checked regularly and replaced three months before their shelf life expires.

STAFF TRAINING

Training is essential for effective opioid overdose prevention and response. Before administering Naloxone, staff must complete mandatory training as outlined in EDC § 49413.3. Training is required initially and then renewed annually for K-12 schools. Key topics and related training activities include:

TRAINING ACTIVITIES

- **Recognizing Opioid Overdose Symptoms:** Techniques for identifying the signs of an opioid overdose.
- **Storage and Emergency Use of Narcan:** Guidelines for the proper storage, restocking, and administration of Narcan in emergencies.
- **Emergency Follow-Up Procedures:** Protocols for contacting emergency medical services and notifying the student's parent/guardian, as well as recommendations for CPR training and certification.
- **Comprehensive Written Materials:** Resources that provide detailed information on the above topics to ensure a thorough understanding and compliance.
- **Opioid Risk Management Workshop:** Annual training for school staff on opioid risk management and naloxone administration.
- **Tabletop Exercise:** Scenario-based exercise focusing on roles and responsibilities in response to an opioid overdose.
- **Educational Materials:** Distributed guides and videos on opioid awareness and overdose response.
- **Partnerships:** Partnered with local health organizations to deliver staff and student training on the topic.

PARENT AND STUDENT EDUCATIONAL ACTIVITIES AND INITIATIVES

Engaging parents/guardians and students in educational activities is essential to a comprehensive opioid prevention strategy. These activities equip families with the knowledge and tools needed to prevent substance use, recognize early warning signs, and intervene effectively when necessary. By fostering open communication, building awareness, and providing actionable resources, schools create a collaborative approach to addressing the opioid crisis. The focus is on education, prevention, and healthy, informed decision-making.

CARDIAC EMERGENCY RESPONSE PLAN

ED Code Reference

AB 2887

Board Policy Reference

BP 3516: Emergencies and Disaster Preparedness Plan

BP 5141: Health Care and Emergencies

APPENDIX C.12

The difference between tragedy and recovery is often one trained adult.

Sudden cardiac arrest (SCA) is a life-threatening medical emergency that occurs without warning, demanding immediate and decisive action. Alarming, nearly 20% of cardiac arrests among youth under 18 happen in schools, underscoring the vital role of preparedness in these environments. Even more concerning, SCA remains the leading cause of death among student-athletes in the United States.

Acknowledging the critical nature of this issue, the District has implemented a cardiac emergency response plan designed to meet the requirements of AB 2887.

The plan aligns with national cardiac care standards by integrating evidence-based practices such as CPR training, strategic placement of automated external defibrillators (AEDs), and consistent staff training, and provides schools with a clear, actionable framework to prepare schools for cardiac emergencies.

RESPONDING TO CARDIAC EMERGENCY

The following procedures integrate evidence-based guidelines and expert recommendations, specifically tailored to the unique needs of K-12 schools and supported by authoritative organizations such as the American Heart Association (AHA) and the National Athletic Trainers' Association (NATA). The protocol aligns with best practices to ensure a cohesive, effective response to sudden cardiac emergencies.

Recognize the signs of sudden cardiac arrest (SCA) and act quickly if any of the following occur:

- The person is not moving, unresponsive, or unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If it's a true seizure, the AED will not deliver a shock.

- If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the building or location address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put it on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter, exit, and escort the victim.
- Immediately contact the members of **SERT** using your organization's designated communication system.
- Give the exact location of the emergency (office or room number, cafeteria, etc.). Be sure to let **first responders** know which door to enter. Assign someone to go to that door to wait for and flag down **first responders** and escort them to the exact location of the **individual experiencing a SCA**.
- If you are a SERT member, proceed immediately to the scene of the cardiac emergency.
- The closest team member should retrieve the AED en route to the scene and leave the AED cabinet door open as a signal that the AED was retrieved.

Start CPR

Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Refer to the simplified adult BLS graphic below.

- Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.)
- Use 2 hands: The heel of one hand and the other hand on top or one hand for children under 8 years old, pushing to a depth of at least 2 inches or 1/3rd the depth of the chest for children under 8 years old.
- Follow the 9-1-1 telecommunicator's instructions, if provided.
- If you are able and comfortable giving rescue breaths, use a barrier and provide 2 rescue breaths after 30 compressions.

Use the nearest AED:

When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and if you will need to press the shock button or if it will deliver automatically.

Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.

- Minimize interruptions of compressions when placing AED pads to patient's bare chest.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate persons doing compression to avoid fatigue.

Transition care to first responder (EMS).

- Once EMS arrives, there should be a clear transition of care from SERT to EMS.
- SERT focus should now be on assisting EMS safely out of the building or location.
- Provide EMS a copy of the patient's emergency information sheet.

Actions to be taken by SERT during this process:

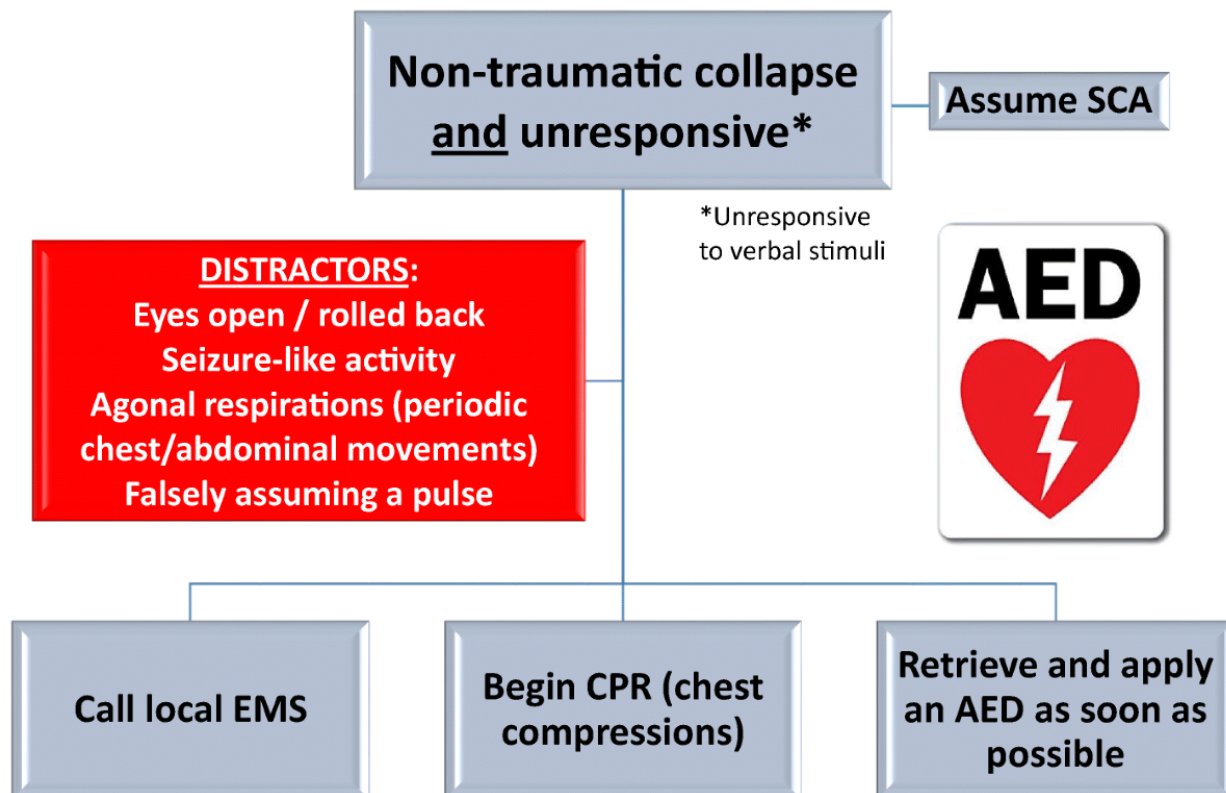
- Confirm the exact location and the condition of the patient.
- Activate designated and qualified SERT members (i.e., members with appropriate training to respond to SCA) and give them the exact location.
- Validate that the designated SERT member(s) has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Issue "Shelter-In-Place: Medical Emergency" – directing others away from the scene.
- Notify ACT.
- Activate Crisis Intervention Team, as required.
- Conduct debrief.

Other actions to consider:

- Consider what medical coverage may be needed to continue such coverage at an event if the event continues (e.g., athletic event)
- Coverage for staff involved in the response so classes or events can continue. *(Staff may need to complete reports or need time to mentally recover from the event)*
- Provide the patient's emergency information for first responders.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- If the patient is a student, ensure siblings' needs and any classmates needing support are considered.
- Determine if a change in operational schedule may be needed and if so, communicate the information to stakeholders.

✓ Emergency Action Plan for SCA

Universal Response to the Collapsed Athlete



AUTOMATED EXTERNAL DEFIBRILLATORS

Automated External Defibrillators (AEDs) are invaluable tools when responding to sudden cardiac arrest, as evidence shows that immediate defibrillation can significantly improve survival rates. The American Heart Association recommends that AEDs be accessible within a three-minute round-trip from any point on campus to ensure timely intervention.

The school has AEDs located in the following areas:

AED Location	AED Model
Front Office-Nurse's Office	Cintas
Gymnasium-South Wall	Cintas

STAFF TRAINING

Training is foundational to the success of the CERP. Programs should adhere to AHA and Red Cross standards, incorporating simulations and skill assessments to ensure competence in CPR and AED use.

INTEGRATION WITH LOCAL EMERGENCY MEDICAL SERVICES

Cardiac preparedness within the school's Plan is driven by structured collaboration with Emergency Medical Services and school health staff. This approach prioritizes and validates decisions about AED deployment, training activities, and response procedures. Regular reviews conducted by first responders, as noted in Section 1.3 First Responder Consultation, help ensure the school's procedures and other related activities noted here meet the required standards for effective cardiac emergency management.

APPENDIX C.13

- [Cardiac Arrest VS Heart Attack](#)

ENVIRONMENTAL EMERGENCIES

ED Code Reference

AB 1653

Board Policy Reference

REG 3514: Environmental Safety

Implementing procedures to match climate realities safeguards students from the growing threat of environmental risks.

Schools face escalating health and safety risks as extreme heat and poor air quality become more frequent and persistent. Incorporating guidelines for heat illness prevention and air quality management into safety plans demonstrates a forward-looking commitment to campus safety.

AB 1653 highlights the importance of protecting individuals from heat-related illnesses, with an initial focus on athletic programs. However, the protections offered by this Assembly Bill should apply to all areas of school life. As schools address risks such as heat waves, wildfire smoke, and other environmental hazards in their safety plans, they strengthen their ability to protect the well-being of students and staff while maintaining operational continuity.

EXTREME WEATHER CRITERIA

The school employs the **HeatRisk** system developed by the National Weather Service (NWS) to monitor and respond to heat-related risks.

HeatRisk provides a daily forecast of potential heat-related risks, using a color-coded numeric system that aligns with specific criteria to gauge the severity of heat impacts.

The tool integrates data from the CDC to define local thresholds, identifying the groups most vulnerable at each risk level.

The system provides a clear framework for assessing and addressing potential health impacts of extreme heat conditions.

HeatRisk is considered to be a better indicator than using temperature alone.

HeatRisk integrates multiple meteorological factors, including:

- **Temperature:** The system considers daytime high temperatures a primary driver of heat-related risks, especially when values exceed thresholds typically associated with heat advisories.

- **Humidity:** The system considers how the human body perceives heat by factoring in relative humidity. High humidity levels reduce the body's ability to cool itself through sweat evaporation, increasing the risk of heat stress.
- **Overnight Cooling:** The system evaluates the degree of cooling during the night. Insufficient overnight cooling can exacerbate heat risks, especially for vulnerable populations, as it limits the body's ability to recover from daytime heat exposure.

Each HeatRisk category includes recommendations, ranging from basic lower-level precautions to heightened protective actions as risk increases.

CDPH Heat Risk Grid: Understanding “HeatRisk” Level, Who is At Risk, and What Actions to Take

Revised July 27, 2023. Adapted from the [National Weather Service \(NWS\) HeatRisk tool](#). Learn more about how to stay safe during extreme heat at [CDPH Extreme Heat](#).

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	This level of heat poses little to no risk from expected heat	No elevated risk	No preventative actions necessary
1 (Yellow)	Minor	Heat of this type is tolerated by most; however, there is a minor risk for extremely heat-sensitive groups* to experience negative heat-related health effects	Primarily those who are extremely sensitive to heat,* especially when outdoors without effective cooling and/or adequate hydration	- Increase hydration - Reduce time spent outdoors or stay in the shade when the sun is strongest - Open windows at night and use fans
2 (Orange)	Moderate	- Heat of this type is tolerated by many; however, there is a moderate risk for members of heat-sensitive groups* to experience negative heat-related health effects, including heat illness Some risk for the general population who are exposed to the sun for longer periods of time Living spaces without air conditioning can become uncomfortable during the afternoon and evening, but fans and leaving windows open at night will help	Primarily heat-sensitive or heat-vulnerable groups,* especially those without effective cooling or hydration - Those not acclimatized to this level of heat (i.e., visitors) - Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue - Some transportation and utilities sectors - Some health systems will see increased demand, with increases in emergency room visits	- Reduce time in the sun during the warmest part of the day - Stay hydrated - Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.) - Move outdoor activities to cooler times of the day - For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings
3 (Red)	Major	- Heat of this type represents a major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group Dangerous to anyone without proper hydration or adequate cooling Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective. Poor air quality is possible Power interruptions may occur	Much of the population, especially anyone without effective cooling or hydration - Those exposed to the heat/sun at outdoor venues - Health systems likely to see increased demand with significant increases in emergency room visits - Most transportation and utilities sectors	Cancel outdoor activities during the heat of the day** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day - Stay hydrated - Stay in a cool place especially during the heat of the day and evening - If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	Extreme	- This is a rare level of heat leading to an extreme risk for the entire population Very dangerous to anyone without proper hydration or adequate cooling - This is a multi-day excessive heat event. A prolonged period of heat is dangerous for everyone not prepared Poor air quality is likely Power outages are increasingly likely as electrical demands may reach critical levels	Entire population exposed to the heat is at risk - For people without effective cooling, especially heat-sensitive groups, this level of heat can be deadly - Health systems highly likely to see increased demand with significant increases in emergency room visits - Most transportation and utilities sectors	Cancel outdoor activities** - Stay hydrated - Stay in a cool place, including overnight - If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. - Check on your neighbors

*Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.

** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.

AQI CATEGORY COLOR		INDEX VALUE	DESCRIPTION OF AIR QUALITY
GOOD	Green	0 to 50	Air quality is satisfactory, and air pollution poses little or no risk.
MODERATE	Yellow	51 to 100	Air quality is acceptable. However, there may be a risk for some people, particularly those who are unusually sensitive to air pollution.
UNHEALTHY FOR SENSITIVE GROUPS	Orange	101 to 150	Members of sensitive groups may experience health effects. The general public is less likely to be affected.
UNHEALTHY	Red	151 to 200	Some members of the general public may experience health effects; members of sensitive groups may experience more serious health effects.
VERY UNHEALTHY	Purple	201 to 300	Health alert: The risk of health effects is increased for everyone.
HAZARDOUS	Maroon	301 and higher	Health warning of emergency conditions: everyone is more likely to be affected.

PROCEDURES FOR MONITORING WEATHER CONDITIONS

Continuous monitoring of weather and air quality conditions is essential for the safety of the school community. Utilizing reliable sources and tools enables timely decision-making regarding outdoor activities and necessary precautions.

STAFF TRAINING

Training is essential for effectively implementing heat and air quality safety strategies. Training ensures all personnel can identify risks, take corrective actions, and communicate effectively during weather-related emergencies.

Heat Illness Awareness training is mandatory for all athletic coaches, trainers, and physical education teachers.

OTHER NOTE-WORTHY ACTIVITIES AND INITIATIVES

The school is actively advancing its resilience to extreme weather by implementing a series of forward-thinking initiatives. These efforts reflect a commitment to the well-being of our school community, ensuring a safer and more adaptable environment. Current activities include:

SUPPORT MATERIALS

Treatment Of Exertional Heat Stroke

When exertional heat stroke (EHS) is suspected for an athlete, **cool first and transport second**. Cooling treatment must be provided immediately before being transported by emergency medical services (EMS).

- Remove all equipment and extra layers of clothing.
- Cool athlete as quickly as possible within 30 minutes via whole-body cold or ice water immersion (place athlete in a tub with ice and water approximately 35-58 degrees F).*
- Stir water and add ice throughout the cooling process.
- If cold-water immersion is impossible (no tub), aggressively douse the athlete's entire body with cold water. Or if that's not possible, take the athlete to a shaded, cool area and use rotating cold, wet towels to cover as much of the body surface as possible.
- After initiating cooling, activate the emergency medical system by calling 9-1-1.
- Notify SERT.

Exertional heat stroke has a high survival rate when immediate cooling via cold water immersion or aggressive whole-body dousing in cold water is initiated. Immediate means within 10 minutes of collapse.

*The Inter-Association Task Force for Preventing Sudden Death in Secondary School Athletics Programs recommends that schools have a cold-water immersion tub if a risk of EHS exists.

APPENDIX C.15

- [CDPH Heat Risk Grid](#)

SMARTPHONE ACCESS

ED Code Reference

Ed Code §48901.7 (a)–(b)

AB 3216

Board Policy Reference

BP 5131.8: Mobile
Communication Devices

APPENDIX C.16

In emergency situations, students must be able to access their personal phones to support safety and coordination.

In accordance with Education Code §48901.7, each district must adopt by July 1, 2026, a policy that limits or prohibits student smartphone use during the school day to promote learning, well-being, and safety. However, state law recognizes that smartphones may be essential in specific situations. Students must be able to access their devices in an emergency or when responding to a perceived threat to their safety. This provision ensures

that, even within phone-free environments, schools maintain clear, lawful procedures that allow immediate communication and access when safety, health, or individualized educational needs require it.

EMERGENCY COMMUNICATIONS FRAMEWORK

The school and district maintain a coordinated emergency communications system designed to ensure timely, accurate, and controlled information flow during all phases of an incident. All communication functions operate within the **Incident Command System (ICS)** structure to ensure consistency with district procedures and interoperability with emergency responders.

During an emergency, the **Incident Commander** or designee directs all communications through established channels. Internal messaging between administrators, staff, and response teams occurs via radios, intercom, public address systems, or approved digital platforms to maintain situational awareness and operational control.

Parent and guardian notifications are coordinated through the district's mass notification system, which delivers verified information via voice, text, email, and online postings. Only authorized personnel — typically the district Information Officer — release public updates to ensure accuracy and consistency with law enforcement and emergency management partners.

Student accountability is maintained through established attendance and emergency tracking systems. Each teacher or supervisor completes a student accountability report during evacuations or sheltering procedures, which the Operations or Planning Section verifies.

Emergency communication and accountability procedures are tested during annual drills and reviewed following any major incident to support continuous improvement and compliance with state and district policy.

GUIDELINES FOR STUDENT CELL PHONE ACCESS

Under Education Code §48901.7, students may possess smartphones at school, but daily use is limited to protect learning, privacy, and safety. Devices must be stored securely—such as in lockers, classroom storage systems, or sealed pouches—unless authorized by staff.

Exceptions apply when safety, health, or accessibility needs require access. Students must be allowed to use their phones during an emergency or perceived threat, when permitted by a teacher or administrator, or when required for medical or IEP/504 purposes.

These guidelines balance a phone-free learning environment with lawful access during emergencies to maintain safety and communication.

PROCEDURES FOR EMERGENCY SMARTPHONE ACCESS

Larrea Middle School is a No Cell Phone campus. Students may possess cell phones at school but they are not be used during school hours. In the event of an emergency students will be allowed access and use of their cell phone.

STUDENT EMERGENCY COMMUNICATION READINESS

The school promotes a shared understanding among students and parents of when and how smartphones may be used during an emergency. Instruction and communication activities throughout the year help reinforce calm, staff-directed phone use and clarify how information will be shared during real events.

Parents receive consistent messaging about how emergency alerts are issued and when students may use their devices. These efforts reduce confusion, build trust, and support safe, coordinated reunification.

SECTION 4

BULLYING AND CYBERBULLYING PREVENTION

ED Code Reference

EDC § 234.4; EDC § 32283.5

Board Policy Reference

BP 5131.2: Bullying

APPENDIX D.1

Respect breaks the power structure that fuels bullying.

Bullying and cyberbullying pose serious challenges within California's K-12 schools, disrupting student well-being and hindering academic success. Recent data reveals that nearly one in four California high school students (23.5%) have faced bullying on campus, while 14.7% have encountered cyberbullying. (*Heartland Institute*)

To confront these issues head-on, the CSSP takes an active stance, implementing strategies to foster a school culture built on respect, safety, and inclusivity.

BULLYING AND CYBERBULLYING PREVENTION

National data gathered by the Centers for Disease Control and Prevention (CDC) and the National Center for Education Statistics (NCES) indicate that 20 to 30 percent of children and youth experience bullying at school every year. Furthermore, statistics from the National Bullying Prevention Center show an increased risk for vulnerable groups, such as students with disabilities and LGBTQ+ youth.

The District has implemented a Board Policy to create a structured framework for addressing and preventing bullying. The policy outlines the roles and responsibilities of school community members and sets clear expectations for student behavior.

The District's approach incorporates education, early intervention, and community involvement to address bullying and cyberbullying effectively.

STAFF TRAINING

Ongoing training for school staff and students is widely recognized as a critical element in addressing bullying, according to leading voices from the National Association of School Psychologists (NASP). Research highlighted by NASP emphasizes that schools implementing

robust training programs see a marked reduction in bullying incidents, with some studies reporting decreases of up to 25%.

To equip educators, the District provides professional development sessions, both in-person and online, focused on identifying and addressing bullying behaviors. Such training is critical, as teachers and staff often serve as the first line of defense against bullying.

- **Role-Playing Scenarios:** Teachers participate in simulated bullying situations, alternating roles between the bully, victim, and bystander. This exercise enhances empathy and provides practical experience in intervention techniques. The National Bullying Prevention Center offers resources to facilitate such activities.
- **Interactive Workshops on Digital Citizenship:** Educators engage in workshops covering responsible online behavior, privacy protection, and recognizing cyberbullying signs. These sessions include discussions and group activities to develop comprehensive prevention strategies. StopBullying.gov provides training materials suitable for these workshops.

OTHER COURSES

- Courses assigned through Target Solutions

REPORTED INCIDENTS

The District actively addresses reported bullying and cyberbullying incidents using a structured system designed for efficiency and transparency. This system supports the timely resolution of individual cases and generates critical data to identify trends. These insights help refine prevention and intervention efforts, fostering a culture of safety and inclusivity grounded in best practices.

SCHOOL-SPECIFIC STRATEGIES

District and school strategies prioritize clear rules for student conduct and activities that promote a positive, inclusive culture. The school customizes anti-bullying efforts to address any unique challenges it faces and leverages school resources to enhance student engagement and build a culture of respect.

- Conduct community-wide assessment.
- Seek support from school community stakeholders.
- Coordinate and integrate bullying prevention strategies with other school programs and community initiatives.
- Provide training for staff, students, and parents.
- Engage stakeholders through creative awareness events and set out a call-to-action.
- Consistently enforce District policy and procedures.
- Provide bullying reporting tools for students and staff.
- Annually revise strategies to reflect community assessment results, bullying reports, and current research findings.

COMPLAINT AND INVESTIGATIONS PROCEDURES

Handling bullying complaints equitably and diligently is a priority for the District. Each report undergoes a thorough investigation, maintaining transparent communication throughout the process to ensure all parties are informed.

Disciplinary measures align with District policies and California's anti-bullying statutes.

- **Reporting Bullying Incidents:** Any student, parent/guardian, or individual who believes a student has been subjected to bullying—or who has witnessed bullying—may report the incident to a teacher, principal, compliance officer, or any available school employee.

STUDENT ACTIVITIES AND INITIATIVES

Engaging students in anti-bullying activities empowers them to contribute to a respectful and inclusive environment. Participation in these initiatives fosters leadership and reinforces positive behaviors.

- **Awareness Weeks:** Organize events featuring student-led presentations on bullying prevention.
- **Peer Mediation:** Train students to assist in resolving conflicts among peers
- **Kindness Campaigns:** Promote initiatives that encourage inclusive behaviors.

OTHER NOTE-WORTHY ACTIVITIES AND INITIATIVES

Unity Day Celebration

DANGEROUS, VIOLENT, AND UNLAWFUL ACTIVITY: PROCEDURES AND NOTIFICATIONS

ED Code Reference

SB 671 (2023); EDC § 32282(a)(2)(L)

Board Policy Reference

AR 0450: Comprehensive Safety Plan

APPENDIX D.3

Responses to reports must be prompt, clearly defined, and appropriately scaled to the nature of the concern.

The District and its schools prioritize the safety and security of the school community by addressing dangerous, violent, or unlawful activities in alignment with Senate Bill 671. This includes incidents that occur or are threatened on school grounds, at school-sponsored events, or on school buses. The District's emergency plan clearly defines how the school handles such threats,

including notification to law enforcement.

These procedures supplement the Threat Assessment processes, as referenced in Section 4.5 Behavioral Threat Assessment.

ASSESSMENT PROCEDURES

As outlined in Section 1.5 Current Status and Analysis, the School Safety Planning Committee reviews multiple reliable data sources on an annual basis. This analysis identifies patterns and assesses potential risks related to violent and unlawful activities. The findings determine the resources and strategies needed to mitigate, prevent, prepare for, respond to, and recover from such incidents.

The evaluations directly inform the Goals and Objectives in Section 2.7 Safe and Orderly Environment. These goals provide a framework for maintaining a secure school environment and include specific strategies to address identified risks.

The school applies robust processes to address immediate threats deemed dangerous, violent, or unlawful. These processes prioritize swift evaluation and include clear protocols for notifying law enforcement without delay.

The procedures for managing and addressing such activities are summarized below.

Please note this is a summary only. At any point during this process, the Incident Commander may confer with other SERT or Threat Assessment Team members, law enforcement, or other authorities. As this is part of the Tactical Plans, details are not publicly disclosed.

Threat Recognition:

- Staff, students, or others report a potential threat through established reporting channels.
- Known details of the threat are documented.

Credibility Assessment:

- Assess the validity and specificity of the threat.
- Cross-check reports against known facts or existing data (e.g., prior incidents, behavioral indicators).

Immediacy Determination:

- Assess the timeline of the threat (e.g., imminent, potential future risk).
- Confirm whether there is an active danger requiring immediate action.

Safety Risk Analysis:

- Evaluate the potential impact on students, staff, and property.
- Identify immediate vulnerabilities or exposed areas within the school

Activate Protocols (see below):

- If the threat is deemed credible and immediate, activate appropriate safety measures (e.g., lock-down, evacuation).
- Notify law enforcement and other emergency responders immediately.

RESPONSE TO REPORTS

When a report is received, staff immediately follow emergency protocols to secure the campus while the Incident Commander assesses the situation. Based on the severity of the threat, emergency actions, including notifying law enforcement and activating school-wide procedures as outlined in Section 3.3 Disaster Preparedness: Protocols, are taken. This promotes safety while providing the time and structure necessary for thorough assessment and resolution.

Following the immediate response, designated school and district staff, as well as law enforcement, may investigate the incident. Depending on the investigation's findings, the District implements disciplinary procedures and works with the District Attorney's office as necessary to support prosecution efforts.

Immediate Action for Imminent Danger (High-risk threats):

- Emergency protocols are immediately activated.
- Law enforcement and on-site school resource officers are notified without delay.
- If a threat is imminent, 9-1-1 is called directly.
- SERT members are activated.
- The Administrative Command Team is notified (and activated, as deemed necessary).

Evidence Collection and Documentation:

- Relevant evidence is gathered and secured, including witness statements, physical evidence, and digital records.
- All actions and observations are documented using standardized forms.

Threat Resolution:

- SERT, along with members of the Threat Assessment Team, coordinates with law enforcement and other agencies to neutralize the threat.
- Follow-up actions are determined based on the investigation's findings.

Communication:

- Stakeholders are informed according to predefined communication procedures.
- Timely and regular updates are provided as appropriate.

Post-Incident Review:

- A debrief is conducted, and lessons learned are incorporated to refine protocols and future training.

ASSESSMENT AND RESPONSE AT SCHOOL-SPONSORED EVENTS

During school-sponsored events, staff prioritize immediate safety measures and execute emergency protocols while the Incident Commander or designate (e.g., event coordinator) evaluates the situation. Pre-event planning ensures all staff and volunteers are equipped to respond promptly and effectively to potential threats.

Pre-Event Safety Measures: Staff conduct site assessments, control access, designate an Incident Commander, and establish communication channels for reporting incidents.

Event Kick-Off Meetings: Emergency procedures will be mandatory on the meeting agenda. This includes meetings involving volunteers, game officials, coaching staff, event crews, etc.

Immediate Threat Response: Event staff notify the designated Incident Commander and law enforcement as per established process, as summarized above. The Incident Commander initiates appropriate emergency protocols without delay while providing direction to event staff and security personnel. If a threat is imminent, 9-1-1 is called directly.

On-Site Assessment: Further to immediate response, designated personnel, in conjunction with law enforcement, begin evaluation at the event location.

Post-Event Follow-Up: Following an incident, further consultation with law enforcement will be conducted as needed to evaluate the response and gather additional insights. An after-action report, including recommendations, will be prepared and shared with the ACT (Administrative Command Team) and school administration. Recommendations from the report will be reviewed and implemented as necessary and feasible to enhance future preparedness and response strategies.

ASSESSMENT AND RESPONSE ON SCHOOL BUS

School buses represent unique challenges due to confined spaces and limited supervision. The District integrates bus drivers and contracted providers into the threat assessment framework, providing (or requiring contractors to provide) specialized training to identify and respond to potential threats effectively. Communication processes and systems are in place to facilitate rapid coordination with school authorities and law enforcement.

Driver Training: Drivers receive training in threat recognition, de-escalation techniques, and emergency response.

Incident Reporting: Drivers report concerns immediately via two-way radios or other designated communication tools. The Incident Commander and law enforcement are notified as per established procedures. If the threat to life safety is imminent, 9-1-1 is called directly.

Emergency Protocols: Drivers follow predefined protocols for managing threats, including evacuation or pulling over at designated safe locations.

Follow-Up Actions: Reports are assessed by designated personnel; any needed interventions or additional training are implemented.

RELATED TRAINING

School staff undergo regular training to enhance their ability to identify, report, and respond to threats. Training sessions are tailored to various roles, promoting consistent procedures across all response levels.

OTHER NOTE-WORTHY ACTIVITIES AND INITIATIVES

Proactive initiatives create an environment where safety and preparedness are prioritized, fostering trust and readiness. The school has implemented the following initiatives:

TACTICAL RESPONSE PLAN

ED Code Reference

EDC § 32282(a)[2](j), AB 1747

Board Policy Reference

AR 0450: Comprehensive Safety Plan

APPENDIX D.5

Confidentiality in tactical plans ensures effectiveness and serves as a strategic advantage in safeguarding schools during emergencies.

Tactical response plans form a critical component of the Comprehensive School Safety Plan (CSSP), outlining specific strategies and actions to address active threats and criminal incidents.

As allowed under EC 32281 (f) (1), this portion of the CSSP has been developed by the District in consultation with law enforcement officials and if they choose to participate, a representative of the exclusive bargaining unit of employees.

The confidentiality of tactical response plans is essential to their success. In compliance with California Education Code and best practices for school safety, these plans are restricted to authorized personnel, including school administrators, law enforcement, and emergency response teams. Limiting access ensures that sensitive operational details are not compromised, which could hinder the school's ability to respond effectively during an emergency.



Key points regarding confidentiality include:

- **Restricted Access:** Only individuals with a direct role in executing the tactical plan are granted access to the detailed procedures.
- **Secure Storage:** Tactical plans are stored in secure locations, both physically and digitally, to prevent unauthorized access.
- **Controlled Dissemination:** Dissemination of information is limited to training sessions and exercises involving authorized personnel.
- **Legal Compliance:** Confidentiality protocols align with state laws and local regulations governing the protection of sensitive safety documents.

While the specifics of the plans are confidential, the following elements are addressed to ensure comprehensive preparedness:

- **Incident Command Structure (ICS):** Tactical plans incorporate the ICS framework, defining clear roles and responsibilities for personnel during an emergency.
- **Law Enforcement Integration:** Plans are developed in collaboration with local law enforcement to ensure alignment with their tactical procedures.
- **Incident-Specific Actions:** The plans detail actions for specific scenarios, such as active assailants, bomb threats, hostile visitors, child abductions, and suspicion of weapons, among others.

SAFE STORAGE OF FIREARMS

ED Code Reference

AB 452 (2022); EDC § 49392

Board Policy Reference

WVUHSD Police Department
Policy 306.5.1

WVUHSD Police Department
Policy 306.5.2

WVUHSD Police Department
Policy 306.5.3

APPENDIX D.6

Data shows that up to 75 percent of school shooters access guns from their home or a relative’s—often left unsecured, unsupervised, or easily accessible.

California's efforts to prevent firearm-related incidents and strengthen school safety task schools to educate families about responsible firearm storage and child access prevention laws.

The school actively fulfills its commitment to this initiative by providing families with clear and accessible information on firearm safety. This initiative integrates into the school's broader safety strategy, reflecting a proactive approach to fostering a secure and supportive

community. By empowering families with the knowledge to reduce risks, the school strengthens campus security while fostering collaboration with educational and legal organizations to prioritize student well-being and reinforce the partnership between schools and families.

NOTIFICATIONS

Each year, the school provides detailed notifications to parents and guardians outlining practical steps to secure firearms at home and the legal requirements to prevent unauthorized access.

The following notifications were sent to parents and guardians.

Notification	Sent To	Date Sent
Annual Gun Safety Notification - Sent with back-to-school information - Digital format	Parents, Staff and Students	03/01/2026

BEHAVIORAL THREAT ASSESSMENT

ED Code Reference

SB 906 (2022); EDC §§
49393–49394

Every assessment is an opportunity to intervene, support, and build a culture of safety.

Behavioral Threat Assessment (BTA) is a critical process used by schools to identify and mitigate potential threats to safety. The District uses the Comprehensive School Threat Assessment (CSTAG) approach, which is one of several models commonly used by schools. CSTAG provides a structured framework for assessing and addressing threats in a systematic, evidence-based manner.

Behavioral Threat Assessment (BTA) complements the Incident Command System (ICS) by serving as a proactive component in the broader framework of school safety and emergency preparedness. While ICS focuses on managing emergencies through a structured, scalable approach during incidents, BTA operates in the prevention and early intervention phase. The two systems intersect in key ways to ensure a comprehensive and cohesive response to potential threats.

THREAT ASSESSMENT PROCEDURES

Behavioral threat assessments help schools identify, assess, and intervene with students who may pose a threat of violence. The model emphasizes early attention to issues such as bullying and teasing, aiming to resolve conflicts before they escalate. It promotes a flexible, problem-solving approach over punitive, zero-tolerance policies, fostering a positive school climate where students feel treated with fairness and respect.

The following information captures a high-level summary of the procedures.

- **Identify and Report Threats:** Threats are reported to threat assessment team.
- **Triage Threat:** Determine if threat is transient (not serious) or substantive (serious).
- **Respond to Transient Threats:** Typically resolved through counseling or mediation.
- **Investigate Substantive Threats:** Conduct a thorough assessment, including interviews and safety evaluations.
- **Intervention:** Develop and implement strategies to mitigate the threat, including counseling, disciplinary actions, or law enforcement involvement.
- **Follow-Up:** Monitor the situation to ensure interventions are effective and adjust strategies as necessary.

DIGITAL THREAT ASSESSMENT PROCEDURES

Recognizing the increasing role of digital communication in potential threats, the protocol incorporates digital threat assessment strategies. This involves monitoring online activities, social media, and other digital platforms to identify and assess threats that may originate or be communicated through these channels.

The following is a summary of the procedures of digital threat assessment.

- **Threat Identification and Screening:** Monitor public digital spaces for potential threats using keyword tools and community reports. Review flagged content for relevance and severity. *(This function is outsourced to an organization specializing in digital monitoring.)*
- **Verification and Contextual Analysis:** Verify the authenticity and source of content, assessing context (language, tone, intent) to distinguish between jokes, impulsive statements, and real threats. Collaborate with the team to evaluate potential impacts and connections to real-world events.
- **Risk Assessment:** Use the CSTAG model to determine the seriousness of the threat, evaluating if the individual has the means, motive, and opportunity to act. Consider past incidents or behaviors that may indicate an escalating risk.
- **Intervention Planning:** Develop strategies that address safety concerns and underlying issues. Engage with students, families, and mental health professionals for supportive or disciplinary actions.
- **Documentation and Reporting:** Maintain secure, detailed records of all assessments and actions. Share relevant information with stakeholders, ensuring confidentiality and legal compliance.
- **Follow-Up and Monitoring:** Continuously monitor the individual and their online activities for changes or escalation, adjusting the intervention plan as necessary.

THREAT ASSESSMENT REPORTING PROCEDURES

Timely and accurate reporting is essential in the threat assessment process. The threat assessment process underscores the need for clear documentation and communication among team members to effectively address threats and implement interventions.

Immediate Notification:

- Promptly informing designated authorities or team members upon identification of a potential threat.

Threat Screening and Categorization

- Determine whether the threat is transient (not serious and easily resolved) or substantive (serious and requires further evaluation).
- Record the reasoning and evidence used to categorize the threat.

Detailed Assessment for Substantive Threats

- Gather comprehensive information through interviews with involved parties, a review of behavior history, and consultation with relevant team members.
- Assess the threat's credibility, seriousness, and any immediate risk factors.
- Document findings, including indicators of intent, capability, and contextual factors

Intervention Planning and Documentation

- Develop and document an intervention plan tailored to the individual, including strategies to address safety concerns and underlying issues.
- Specify actions, timelines, and responsible parties for implementation.

Safety and Support Measures

- Record actions taken to ensure immediate safety, such as increased supervision, notifications to law enforcement, or adjustments to school routines.
- Include support measures such as counseling, behavioral agreements, or family engagement.

Communication and Follow-Up Plans

- Ensure proper documentation of communication with all relevant stakeholders, including parents, school administrators, and law enforcement, if applicable.
- Develop a follow-up plan to monitor progress and adjust interventions as necessary.
- Schedule regular reviews and document any changes in the threat level or new findings.

Case Closure and Summary

- Document the resolution of the threat, including final assessments and the outcome of intervention measures.
- Securely store records in compliance with confidentiality and legal standards.

THREAT ASSESSMENT TEAM MEMBERS

The Threat Assessment team comprises professionals from various disciplines who collaborate to evaluate potential threats and formulate appropriate intervention strategies. This multidisciplinary approach facilitates a well-rounded assessment by incorporating varied perspectives. The team typically consists of individuals with the following roles:

- **Administrators:** Provide leadership and ensure compliance with school policies.
- **Mental Health Professionals:** Offer insights into behavioral and emotional factors.
- **Law Enforcement Officers:** Assess legal implications and ensure safety measures.
- **Teachers and Staff:** Contribute knowledge of student behavior and dynamics.
- **School Counsellors:** Address social and environmental factors affecting students.
- **IT Professionals:** Assist in monitoring and assessing digital threats.

STAFF TRAINING

The threat assessment team undergoes training focused on recognizing warning signs, evaluating threats, conducting interviews, and analyzing context.

Training also covers managing digital threats, accurate documentation, and coordinating interventions while addressing legal and confidentiality requirements. These activities equip the team to conduct thorough assessments and implement effective safety measures.

RELATED TRAINING ACTIVITIES

In addition to threat assessment training, related programs focus on areas such as mental health awareness, crisis intervention, and digital safety. These programs enhance the overall effectiveness of the threat assessment process.

ICE NOTIFICATION

ED Code Reference

SB 98 (SAFE Act, 2024)

EDC §§ 234.7, 32280–32289

APPENDIX D.11

California law requires schools to communicate confirmed immigration-enforcement activity with clarity, care, and respect for student privacy.

Senate Bill 98 (SAFE Act, 2024) amended EDC §§ 234.7 and 32282(n) to require every public school to incorporate into its Comprehensive School Safety Plan

procedures for notifying designated parties when immigration-enforcement activity is confirmed on or near school grounds.

These procedures must provide for timely, accurate, and verified communication, directed to parents, guardians, teachers, administrators, and school personnel, and conducted in a manner that protects personal privacy and complies with applicable state and federal law.

NOTIFICATION FRAMEWORK

Notifications regarding immigration-enforcement activity shall be managed through a controlled process beginning with confirmation of enforcement presence and concluding with the authorized release of a verified message. All communications must be reviewed and approved by the Designated District Contact prior to distribution.

Information shared with staff, parents, or guardians shall be limited to essential details—such as the date, time, and general location of the confirmed activity—and shall exclude all personally identifiable information about students, staff, or families. Communication must occur only through official school or district channels and in compliance with applicable state and federal privacy laws.

These procedures align with guidance issued by the California Attorney General affirming every student's right to a free public education and the confidentiality of their personal information.

Additional guidance can be found in the Attorney General's Guide for Immigrant Students and Families and the Quick Reference for School Officials. Both are available at oag.ca.gov/immigrant/resources.

NOTIFICATION PROCEDURES

Procedure	Responsible Party	Distribution Method
Report observed immigration-enforcement presence on or near campus.	Joe Williams	Verbal or electronic report to the Site Administration.

SECTION 5

OTHER PROFESSIONALS

ED Code Reference

EDC § 32282.1

Strong partnerships across disciplines create pathways for student success, bridging wellness, education, and a positive school environment.

Integrating mental and behavioral health-related services, along with restorative justice practices, creates a supportive school environment that fosters student well-being and academic success. These strategies aim to reduce stigma, provide timely interventions, and ensure equitable access to resources, benefiting all students.

ROLES AND RESPONSIBILITIES

Clear roles and responsibilities are defined for key personnel to ensure effective collaboration and support. Mental health professionals, school counselors, community intervention specialists, and school resource officers work together within a multi-tiered support framework. Their efforts focus on prevention, early intervention, and proactively addressing student needs while aligning with the school’s comprehensive safety plan and leveraging available resources.

Role	Resource Type	Primary Responsibility
Mental Health Professional	District Resource	Conduct assessments, provide individual and group counseling, and collaborate with families to address mental health needs.
School Counselor	District Resource	Deliver preventive programs, short-term counseling, and classroom-based interventions, and mental health education.
School Resource Officer	District Resource	Maintain a safe school environment while building positive relationships with students and staff.

Role	Resource Type	Primary Responsibility
Community Intervention Professional	External Resource	Partner with the school to deliver specialized services, including family support and crisis intervention.

POSITIVE SCHOOL CLIMATE STRATEGIES

Creating a positive school climate is foundational to fostering students' mental health and well-being. It requires intentional practices to build supportive, inclusive, and respectful learning environments. The following strategies are used at the school:

Multi-Tiered System of Support (MTSS)

- Provide a framework for universal, targeted, and intensive mental health interventions.
- Address diverse student needs through a tiered approach.

Social-Emotional Learning (SEL) Programs

- Integrate SEL curriculum that enhances students' emotional regulation and interpersonal skills.
- Promote a positive school climate and reduce behavioral issues.

School-Based Health Centers (SBHCs)

- Offer on-site mental health services, including counseling and therapy.
- Improve access to care and reduce barriers for students.

Trauma-Informed Practices

- Train staff to recognize and respond to trauma's impact on students.
- Create safe and supportive learning environments.

Youth Mental Health First Aid (YMHFA) Training

- Educate staff to identify and assist students with mental health challenges.
- Enhance early intervention and support.

Restorative Practices

- Use restorative justice practices that address conflicts and build community.
- Aim to reduce suspensions and improve student relationships through these practices.

Family Engagement:

- Host workshops and events to involve families in creating a positive school culture.

Peer Support Programs:

- Train student leaders to provide peer support and mentorship.

STUDENT MENTAL HEALTH CARE PROTOCOLS

The school's mental health care protocols include a clear referral process, immediate crisis response mechanisms, and follow-up support to monitor progress. Mental health education is integrated into the curriculum to build awareness and reduce stigma.

Prevention:

- Conduct regular screenings for early identification of mental health concerns.
- Provide universal interventions, such as mindfulness programs, to support all students.

Intervention:

- Establish a referral process for students showing signs of mental health distress.
- Utilize small group counseling sessions for targeted interventions.

Crisis Response:

- Develop a clear crisis response plan for acute mental health situations.
- Train staff in mental health first aid to address immediate needs.

Follow-Up:

- Ensure students receive ongoing support after an intervention or crisis.
- Maintain communication with families and external mental health providers.

OTHER NOTE-WORTHY ACTIVITIES AND INITIATIVES

In addition to the core strategies, innovative initiatives further support the goals of AB 2508 by promoting student well-being and community collaboration.

Mental Health Awareness Campaigns: Host events and activities to normalize conversations around mental health.

Teacher and Staff Well-Being Programs: Support staff mental health to enhance their ability to support students.

Data-Driven Decision-Making: Use data from screenings and assessments to refine interventions and allocate resources effectively.

SECTION 6

COMMUNICATING THE PLAN

ED Code Reference

EDC § 32288 (b)

Community voices shape stronger school safety plans through collaboration and open dialogue.

Active community engagements and connections strengthen a school's safety plan. These connections are nurtured through transparent communication and opportunities for meaningful input from diverse groups.

STAKEHOLDER NOTIFICATIONS

Stakeholder engagement is essential to the school’s Safety Plan, promoting collaboration and shared responsibility for a safe learning environment. It involves educating stakeholders on policies, procedures, and plans, offering opportunities for input, and maintaining open communication. Updates and invitations for feedback ensure that all voices are heard and valued.

As a standard practice, stakeholders:

- Are invited to submit questions or suggestions to the School Safety Committee. This invitation is posted on the school website.
- May review the Plan using the process posted online.

Additionally, the School Safety Planning Committee distributes written notices about the public meeting regarding the Plan to various individuals and entities, as detailed in this section.

Who was notified	Method	Date
Parents	Website	03/12/2026

STEPS TO REVIEW PLAN

Interested parties can review the Plan by following the guidelines outlined below.

- Requests to review the Plan can be emailed to the school administration or phoned to the administration office.
- A scheduled appointment is necessary.
- The requester must sign into the Visitor Management system and is subject to the same entrance criteria as other visitors, i.e., pass the clearance screening.
- The requester is not permitted to make copies or otherwise photograph or record any portion of the Plan.

PUBLIC PRESENTATIONS

Audience	Where	Date
School Community	School Site Council	02/03/2026

PUBLIC PRESENTATION NOTIFICATION LIST

Who	How	Date
A representative of each parent organization at the school, including the parent-teacher association and parent-teacher clubs	School Site Council	03/03/2026
A representative of each teacher organization at the school site	SSC	03/03/2026

SECTION 7

EVALUATING AND MONITORING THE PLAN

ED Code Reference

EDC §§ 32286-32288

Monitoring and oversight of the Comprehensive School Safety Plan is a year-round process that ensures alignment with goals, legal compliance, and continuous improvement.

Accountability is maintained through school-level self-monitoring, safety committee review, and oversight by the district and other jurisdictional partners.

PLAN MONITORING ACTIVITIES

- Safety Committee Meetings

To support this work, the district uses the HZ Online platform, a centralized system that tracks implementation and compliance activities. The platform generates a Site Compliance Status Report, which monitors task completion, training records, emergency events, and incident documentation—providing clear insight into site-level progress and overall compliance.

SAFETY COMMITTEE REVIEW MEETINGS

Date	Time	Location	Facilitator	Final Approval
08/21/2025	15:00	Larrea Middle School	Scott Manley	Yes
02/04/2026	14:00	Larrea Middle School	Scott Manley	Yes

PLAN INITIATIVES SUMMARY

Activities	Relates To	2025-2026				2026-2027				2027-2028				Status	School Year Planned
ROAR Assembly	Social Environment: Goal 1	x	x											Completed	2025

PLAN REVIEW AND PRESENTATIONS

ED Code Reference

EDC §§ 32280, 32282[b][3]).

APPENDIX G.2

The Comprehensive School Safety Plan is reviewed annually by the School Site Council (or Safety Planning Committee), approved by the Board of Trustees, and developed in consultation with local law enforcement, the fire department, and emergency medical services personnel, as required by California Education Code

§§ 32280 and 32282.

Presented To/ Reviewed By	Function	Date	Publicized	Input Invited
School Safety Committee	School Safety Committee Meeting	08/21/2025	No. Only Committee	No
School Safety Committee	School Safety Committee Meeting	02/04/2026	No. Only Committee	No
First Responders	First Responders Consultation	02/19/2026	No. Only First Responders	No
School Council	School Council Meeting	03/03/2026	Mass Notification	Yes

PRESENTATION METHODS USED

Method

- Handouts
- Presentation Software (Powerpoint, etc)
- Multimedia Presentation
- Accessibility Friendly (Closed Captioning, etc)
- Language Interpreters

Approved By	Date	Agenda /Motion #	Approved
School Safety Committee	08/21/2025	Unk	Yes

Approved By	Date	Agenda /Motion #	Approved
School Safety Committee	02/04/2026	Item 1	Yes
Board	03/05/2026	Unk	No

APPENDIX

A.1 COMMITTEE MEMBERSHIP

[BP 0450: Comprehensive Safety Plan](#)

A.2 STAFF TRAINING

[AR 0450: Comprehensive Safety Plan](#)

A.3 CURRENT STATUS AND ANALYSIS

[AR 3516: Emergencies and Disaster Preparedness Plan](#)

[AR 3516.1: Fire Drills and Fires](#)

B.1 CHILD ABUSE REPORTING PROCEDURES

[BP 5141.4: Child Abuse Prevention And Reporting
Suspected Child Abuse Reporting Form](#)

B.2 SUSPENSION & EXPULSION POLICY

[BP 5144.1: Suspension And Expulsion/Due Process](#)

B.3 NOTIFYING TEACHERS OF DANGEROUS PUPILS

[AR 0450: Comprehensive Safety Plan](#)

B.4 DISCRIMINATION & HARASSMENT POLICY

[BP 5145.3: Nondiscrimination/Harassment](#)

B.5 SCHOOL-WIDE DRESS CODE

[BP 5132: Dress and Grooming](#)

B.6 SAFE INGRESS AND EGRESS

[AR 0450: Comprehensive Safety Plan](#)

B.7 SAFE AND ORDERLY ENVIRONMENT

[BP 5145.9: Hate-Motivated Behavior](#)

[AR 0450: Comprehensive Safety Plan](#)

[BP 1240: Volunteer Assistance](#)

[BP 5144: Discipline](#)

B.10 PESTICIDE RELEASE NEAR SCHOOL

[AR 3514.2 Integrated Pest Management](#)

C.1 DISASTER PREPAREDNESS: OVERVIEW

[BP 3516: Emergencies and Disaster Preparedness Plan](#)

C.5 DISASTER PREPAREDNESS: FIRE DEFENSIBILITY

[BP 3516: Emergencies and Disaster Preparedness Plan](#)

[AR 3516.1: Fire Drills and Fires](#)

C.8 DISASTER PREPAREDNESS: SPECIAL NEEDS

[BP 0430: Comprehensive Local Plan For Special Education](#)

[BP 6159: Individualized Education Program](#)

C.9 OPIOID OVERDOSE PREVENTION

[BP 5141.21: Administering Medication and Monitoring Health Conditions](#)

C.12 CARDIAC EMERGENCY RESPONSE PLAN

[BP 3516: Emergencies and Disaster Preparedness Plan](#)

[BP 5141: Health Care and Emergencies](#)

C.16 SMARTPHONE ACCESS

[BP 5131.8 Mobile Communication Devices](#)

D.1 BULLYING AND CYBERBULLYING PREVENTION

[BP 5131.2: Bullying Prevention](#)

D.3 DANGEROUS, VIOLENT, AND UNLAWFUL ACTIVITY: PROCEDURES AND NOTIFICATIONS

[AR 0450: Comprehensive Safety Plan](#)

D.5 TACTICAL RESPONSE PLAN

[AR 0450: Comprehensive Safety Plan](#)

D.6 SAFE STORAGE OF FIREARMS

[Policy 306 Firearms](#)

D.11 ICE NOTIFICATION

[AR 5145.13: Response to Immigration Enforcement](#)

G.2 PLAN REVIEW AND PRESENTATION

[BP 0450: Comprehensive Safety Plan](#)

CODE REFERENCES

California Education Code (EDC) § 32280(b)(1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.